DOCUMENT RESUME

ED 173 065 SE 026 553

AUTHOR	Gasaway, Carl, Comp.; Erwin, Cliff, Comp.
TITLE	The Illinois Model for Consulting Linkage Skills Training.
INSTITUTION	Illinois State Office of Education, Springfield.
PUB DATE	Aug 78
NOTE	187p.; Paper presented at the National Dissemination Forum (Arlington, Virginia, August, 1978); Best copy available
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Clinic Personnel (School); *Consultants; *Diffusion; *Educational Programs; Evaluation; Guides; *Information Dissemination; Inservice Education; Models; *Resource Teachers; Trainers; Training
IDENTIFIERS	Illinois

ABSTRACT

Materials are presented which were used for a consulting/linkage skills training program. The program is divided into three phases. In phase one, various training techniques such as presentations, case studies, role-playing, and simulations are used to lead the participants through a series of knowledge-increasing and skill-enhancing activities. In phase two, trainers dealt with the topics of problem solving, conflict management/utilization, and power/influence. The skill areas focused on during the phase three training are implementation, evaluation, diffusion and dissemination. (Author/BB)

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THE ILLINOIS MODEL
FOR
CONSULTING LINKAGE SKILLS TRAINING

Jack Witkowski, Chairman
State Board of Education

Joseph M. Cronin
State Superintendent of Education

E. L. "Bud" Grossner, Manager
LEA Services Department

Carl Gasaway and Cliff Erwin
Staff Development Consultants

August 1978
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

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SECTION I

INTRODUCTION:

Consulting/Linkage Skills Training for Department of LEA Services

Local Educational Agency Services: Background and Future Directions

CONSULTING/LINKAGE SKILLS TRAINING FOR DEPARTMENT OF LOCAL EDUCATIONAL AGENCY STAFF

Department of Local Educational Agency Services staff members have completed a three-phase program of Consulting/Linkage Skills Training. This training was a follow-up activity to a four-day Consulting/Linkage Skills Awareness Session held during July of 1977. This awareness session laid the foundation for the three sessions in skills training.

Training in Consulting/Linkage Skills has been provided to Department of LEA Services staff by a core group of their peers. These staff members were trained by Dr. Louis Rubin from the University of Illinois. Dr. Rubin responded to a request for proposal (RFP) sent out in the fall of 1977 and was awarded a contract to provide this training. Seven staff members were identified to serve as trainers for Phase I, six were identified to serve as trainers for Phase II, and six more were identified for Phase III. Thus, a total of 19 staff members were utilized as "Trainers of Consultants."

This overall staff development program has been at the direction of E. L. "Bud Grossner, Manager of the Department of LEA Services. Coordination of the programs at the Illinois Office of Education level has been handled by Carl Gasaway and Cliff Erwin, staff development consultants for the Department.

Phase I training, completed in March, dealt with the major areas of entry, negotiation, and problem identification. Using various training techniques such as presentations, case studies, role-playing, simulations, and so on, trainers led participants through a series of knowledge-increasing and skill-enhancing activities. Phase II trainers dealt with the topics of problem solving, conflict management/utilization, and power/influence. As in Phase I, trainers used a variety of innovative techniques to convey and solicit from the group key concepts and skills in the areas. The skill areas focused on during the Phase III training were implementation, evaluation, diffusion and dissemination.

As a follow-up to this training program, an August Staff Development/Inservice Seminar is being planned. This seminar will feature several national speakers on dissemination and diffusion as well as a large variety of specific content and skill areas identified by staff.

June, 1978

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LOCAL EDUCATIONAL AGENCY SERVICES

BACKGROUND:

One of the principal goals of the State Board of Education is to help local school districts respond to changing educational needs. "The State Board of Education and the Illinois Office of Education have a partnership role with local school districts and have as a basic purpose the support of and assistance to local school systems. The Board shall work closely with local school districts in developing state-level goals and programs, and will coordinate the development of statewide efforts with local districts."*

Given the limited resources available, the Illinois Office of Education must coordinate and focus its resources if there is to be some impact on school programs as well as progress toward articulating this goal. The most legitimate criterion for focusing Illinois Office of Education information and technical assistance services are the priorities established by the schools themselves. For this reason, the Illinois Office of Education advocates and supports the local use of systematic approaches to improving programs for students. These approaches include: (1) assisting districts in identifying those learning areas most in need of improvement, (2) providing information to districts to help them in making decisions concerning how to concentrate improvement efforts, and (3) assisting districts in identifying appropriate programs and practices and in matching available program alternatives to their own teaching and learning situations.

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*State Board of Education, Goals Statement

The Board's Relationship and Communication Goal is carried out primarily through the LEA Services Department, consisting of the five Program Services Teams serving five regional areas within Illinois, the Illinois Resource and Dissemination Network, and the Program Planning and Development Section housed in Springfield.

The LEA Services Department has a total of 102 professionals and 26 operations staff. Each of the five teams has two Title I funded positions, one Title IV position, and one Driver Education position. The remaining positions are funded with Title IV Strengthening funds. Program Planning and Development has multiple funding sources coming from Right to Read, Driver Education, Safety Education, Community Education, Metric Education, and Title IV Strengthening funds. The IRDN is funded through a grant from the National Institute of Education.

The goal of each team activity undertaken is to help school personnel through the provision of information and technical assistance.

Each PST member is trained and experienced in communication, planning and needs assessment, problem solving, and program development. In addition, the PST consultant has been trained in a broad range of information resource acquisition and utilization skills. They can help their clients clarify issues and needs, identify information and technical assistance requirements, and procure resources and assistance.

PST consultants make frequent and regular contacts with local school personnel, becoming familiar with the major improvement efforts being

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undertaken and offering assistance and resources to support such efforts. While consultants operate primarily in response to requests for information and assistance, it is expected that, as their knowledge of a district grows, they will take the initiative in giving them new information and suggesting alternatives for improving practice.

FUTURE DIRECTION:

The LEA Services Department's objectives are to promote local district/State Board of Education communications and relationships. This linkage system allows the State Board of Education to provide the resources of the Illinois Office of Education at the local level. Efforts will continue to place an emphasis on educational improvements at the local level by assisting in a responsive approach.

The future calls for continued improvement in the LEA Services Department's capabilities to carry out the goals of the State Board of Education.

SECTION II

CONSULTING/LINKAGE SKILLS AWARENESS WORKSHOP:

Inservice Seminar Agenda, July, 1977

Consultants for Workshop

Consulting/Linkage Knowledge and Skills Inventory

Plan for Documentation by CEMREL, Inc.

Skill Session Evaluation

Workshop Evaluation Participant Form

Evaluation Summary by CEMREL, Inc.

ILLINOIS OFFICE OF EDUCATION

INSERVICE SEMINAR

SPRINGFIELD, ILLINOIS
FORUM XXX
JULY 11-15, 1977

LEA SERVICES DEPARTMENT
ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

JOSEPH M. CRONIN, STATE SUPERINTENDENT

NELSON F. ASHLINE, EXECUTIVE DEPUTY SUPERINTENDENT

PRESENTING CONSULTANTS

Robert Archibald
Janice Baker
Ann Bennett
Dave Crandall
Ruth Emory
Charles Mojkowski
Matilda Butler Paisley
William Paisley
Ralph Parrish
René Pino
Lou Rubin
Alan Sinclair
Bill Ward

EVALUATION CONSULTANTS

Sharon Koenigs
Dane Manis

LEA SERVICES DEPARTMENT

Manager - E. L. "Bud" Grossner

STAFF DEVELOPMENT CONSULTANTS

Cliff Erwin
Carl Gasaway

ILLINOIS RESOURCE AND DISSEMINATION NETWORK COORDINATOR

Carol Reisinger

Monday, July 11, 1977

TIME	SESSION	PRESENTER	ROOM
1:00	Introduction	Bud Grossner	Apollo-Mezzanine
1:15	Stage Setting Global Emphasis	Bob Archibald	Apollo-Mezzanine
1:45	Agency Emphasis Philosophy/Stance/ Commitment	Nelson Ashline	Apollo-Mezzanine
2:45	Break		Apollo-Mezzanine
3:00	Week's Activity Emphasis	Bill Ward	Apollo-Mezzanine
4:30	Break		
7:00	Social Event		Vista South A, B, & C

Tuesday, July 12, 1977

8:30	Awareness Sessions		
	Group A Resource Utilization	Ann Bennett	Century-Mezzanine
	Group B Entry/Intervention	René Pino	Patio East-Lower Level
	Group C Diagnostic Skills	Ruth Emory	Patio West-Lower Level
	Group D Group Facilitation	Ralph Parrish	Arcade-Lower Level
	Group E Problem Solving	Alan Sinclair	Room 1-28th Floor
10:00	Break		Lobby Area-Lower Level
10:30	Awareness Sessions		
	Group A Design/Planning	Ann Bennett	Century-Mezzanine
	Group B Power/Influence	Bill Ward	Patio East-Lower Level
	Group C Communications	William and Matilda Butler Paisley	Patio West-Lower Level
	Group D Conflict Management/ Utilization	Dave Crandall	Arcade-Lower Level
	Group E Evaluation Skills	Janice Baker	Room 1-28th Floor

TIME	SESSION		PRESENTER	ROOM
12:00	Lunch			
1:30	Awareness Sessions			
	Group A	Evaluation Skills	Janice Baker	Room 1-28th Floor
	Group B	Resource Utilization	Ann Bennett	Century-Mezzanine
	Group C	Entry/Intervention	René Pino	Patio East-Lower Level
	Group D	Diagnostic Skills	Ruth Emory	Patio West-Lower Level
	Group E	Group Facilitation	Ralph Parrish	Arcade-Lower Level
3:00	Break			Lobby Level-Lower Level
3:30	Awareness Sessions			
	Group A	Problem Solving	Alan Sinclair	Room 1-28th Floor
	Group B	Design/Planning Skills	Ann Bennett	Century-Mezzanine
	Group C	Power/Influence	Bill Ward	Patio East-Lower Level
	Group D	Communications	William and Matilda Butler Paisley	Patio West-Lower Level
	Group E	Conflict Management Utilization	Dave Crandall	Arcade-Lower Level
	Wednesday, July 13, 1977			
8:30	Awareness Sessions			
	Group A	Conflict Management Utilization	Dave Crandall	Vista North (A) - 29th Floor
	Group B	Evaluation Skills	Janice Baker	Vista North (B) - 29th Floor
	Group C	Resource Utilization	Ann Bennett	Vista North (C) - 29th Floor
	Group D	Entry/Intervention	René Pino	Vista South (A) - 29th F[illegible]r
	Group E	Diagnostic Skills	Ruth Emory	Vist[illegible]th (B) - 29[illegible]loor
10:00	Break			Vista North (A) & (B)

TIME	SESSION	PRESENTER	ROOM
10:30	Awareness Sessions		
	Group A Group Facilitation	Ralph Parrish	Vista North (A) - 29th Floor
	Group B Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group C Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
	Group D Power/Influence	Bill Ward	Vista South (A) - 29th Floor
	Group E Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
12:00	Lunch		
1:30	Awareness Sessions		
	Group A Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
	Group B Conflict Management/Utilization	Dave Crandall	Vista South (A) - 29th Floor
	Group C Evaluation Skills	Janice Baker	Vista South (B) - 29th Floor
	Group D Resource Utilization	Ann Bennett	Vista South (C) - 29th Floor
	Group E Entry/Intervention	René Pino	Vista South (A) - 29th Floor
3:00	Break		
3:30	Awareness Sessions		
	Group A Diagnostic Skills	Ruth Emory	Vista South (B) - 29th Floor
	Group B Group Facilitation	Ralph Parrish	Vista North (A) - 29th Floor
	Group C Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group D Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
	Group E Power/Influence	Bill Ward	Vista North (A) - 29th Floor

Thursday, July 14, 1977

TIME	SESSION	PRESENTER	ROOM
8:30	Awareness Session		
	Group A Power/Influence	Bill Ward	Vista South (A) - 29th Floor
	Group B Communications	William and Matilda Butler Paisley	Vista South (B) - 29th Floor
	Group C Conflict Management/Utilization	Dave Crandall	Vista North (A) - 29th Floor
	Group D Evaluation Skills	Janice Baker	Vista North (B) - 29th Floor
	Group E Resource Utilization	Ann Bennett	Vista North (C) - 29th Floor
10:00	Break		Vista North (A) & (B)
10:30	Awareness Sessions		
	Group A Entry/Intervention	René Pino	Vista South (A) - 29th Floor
	Group B Diagnostic Skills	Ruth Emory	Vista South (B) - 29th Floor
	Group C Group Facilitation	Ralph Parrish	Vista North (A) - 29th Floor
	Group D Problem Solving	Alan Sinclair	Vista North (B) - 29th Floor
	Group E Design/Planning	Ann Bennett	Vista North (C) - 29th Floor
12:00	Lunch		
1:30	Dissemination/Diffusion/ Linkage/Management	Charlie Mojkowski	Vista North (A)&(B)
3:00	Break		Vista North (A)&(B)
3:30	Dissemination/Diffusion Linkage/Management	Charlie Mojkowski	Vista North (A)&(B)
4:30	Wrap-Up and Feedback	Bob Archibald	Vista North (A)&(B)
7:00	Global/Philosophical Emphasis (Tentative)	Dr. Cronin	Vista North (A)&(B)
8:00	Social Event		Century-Mezzanine

CONSULTANTS FOR ILLINOIS OFFICE OF EDUCATION SEMINAR
July 11 - 15, 1977

ROBERT D. ARCHIBALD, Ph. D., (University of Utah), is Director of the Counseling and Consultation Service and Adjunct Assistant Professor of Psychology in Higher Education at the Ohio State University. He has served as a consultant to numerous educational and community institutions including the Illinois Office of Education. His professional interests include the nature of adoptive organizations in changing environments and the development sequences and stages of persons through critical transition and learning periods. Among his more than 20 publications and papers are: "The Anatomy of Change" and "Balancing the Critical Variables in Professional Organizations."

JANICE BAKER, Ph. D., (University of Connecticut), is the Acting Coordinator for Statewide Assessment and Operations Planning for the Rhode Island State Department of Education. Her early experience includes classroom teaching. During the past several years, she has been an administrator and consultant in the areas of assessment and planning. Her publications and papers include: "Report and Recommendations: Interstate Project on Dissemination," "Local Planning and Assessment," and "Discrepancy Evaluation."

ANN A. BENNETT, Ed. D., (North Texas State University), is a coordinator of diffusion and dissemination projects for the Region 10 Educational Service Center in Richardson, Texas. In addition to earlier classroom experience, she has most recently been engaged in many phases of dissemination and diffusion as a coordinator and consultant. Her publications include: "A Training Manual for Educational Information Consultants" and "The MOD Book: A Model of Dissemination."

DAVID P. CRANDALL, Ed. D., (University of Massachusetts at Elmhurst), is Executive Director of the Network of Innovative Schools, Inc., Merrimac, Massachusetts. The Network is a linking agency founded to help schools better utilize available resources in systematic program improvement efforts. His responsibilities also include serving as director of such projects as: The Consortium: A Nationwide Program Linking Schools to Reading Resources, Massachusetts Diffusion Assistance Project, and the Management Collaborative, a 15-month performance-based management training for administrators. He has served as a consultant for several state and national agencies in developing dissemination efforts. His more than 15 publications address dissemination, diffusion, and linkage processes.

TIME	SESSION	PRESENTER	ROOM
	Friday, July 15, 1977		
8:30	Coffee		
8:45	Process Session - presenters and participants on Panel	Lou Rubin - Moderator	Apollo-Mezzanine
10:15	Break		
10:30	Wrap-Up Evaluation	Bob Archibald	Apollo-Mezzanine
11:00	Team Meeting - Staff members will use data from their Individual Skills Profile to rank the ten skill awareness sessions in order of priority.		Vista North (A), (B)& (C) Vista South (A)&(B)

Follow-up training sessions to this seminar will be arranged for LEA Services Department staff members by Staff Development Personnel.

For more information, call Carl Gasaway (217/782-2927) or Cliff Erwin (217/782-7547) or write to the following address:

Program Planning and Development
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

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RUTH P. EMORY, M. A., (University of Chicago), is an associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon. Her experience includes teaching, administration of church-related programs, and development of teacher competencies program. Her publications include: "Interpersonal Influence" and "Preparing Educational Training Consultants, PETC in three levels (with R. F. Pino)."

SHARON KOENIGS, Ph. D., (Washington University), is Research Coordinator for the Regional Information Project for CEMREL, Inc., St. Louis, Missouri. In addition to teaching experience at the elementary and university level, she has been engaged in research, development, and evaluation activities. Her publications and papers focus on beliefs and perceptions as factors affecting relationships.

DANE MANIS, M. A., (Ph. D. Candidate, Washington University), is Director of the Regional Information Exchange Project for CEMREL, Inc., St. Louis, Missouri. In addition to earlier classroom and supervisory experience, he most recently has been engaged as a consultant in planning and evaluation activities with CEMREL. His publications, papers, and reports focus on the planning and evaluation processes.

CHARLES MOJKOWSKI, Ed. D., (Boston University), is Director of the Educational Consulting Service in Providence, Rhode Island. His earlier experience includes both teaching and administration at both elementary and secondary levels. During his seven years' experience with the Rhode Island State Department of Education, he was director of the Statewide Dissemination and Testing Programs. He has served as a consultant and resource to numerous state and federal agencies including the National Institute of Education and the United States Office of Education. He has published individually or participated in preparing numerous publications and reports relating to dissemination, diffusion, and linkage.

MATILDA BUTLER PAISLEY, Ph. D., (Northwestern University), is a senior research scientist and Director of Applied Communication Research, Inc. She has experience in teaching, administration, research and consulting. Among her more than 45 publications and papers are: "Social and Psychological Predictors and Information Seeking" and "Educational Innovation: Substance and Process."

WILLIAM PAISLEY, Ph. D., (Stanford University), is an associate professor of communication at Stanford University. His teaching and research focuses on information systems in education and other areas in knowledge production and utilization. Among his more than 35 publications and papers are: "Communication for Change in Education: Educational Linkage in the 1970's" and "An Emerging System for Educational Production and Utilization in the United States."

RALPH PARRISH, M. Ed., (Doctoral Candidate Kansas University), is an administrator in the Educational Development and Improvement Section with the Kansas Department of Education. His activities include working with the Kansas Education, Diffusion, and Dissemination System. His earlier experience includes teaching and administration at both elementary and high school levels. In addition, he has several years' experience at the university level. More recently he has been engaged in consulting activities with several state and federal programs which focus on diffusion, dissemination, and linkage.

RENÉ F. PINO, M. A., (Teachers College, Columbia University), is an associate in the Training for Dissemination Project, Northwest Regional Education Laboratory, Portland, Oregon. His experience includes teaching, administration of church-related programs, and development of Teacher Competencies program. His publications include: "Interpersonal Influence" and "Preparing Educational Training Consultants, PETC in three levels (with R. P. Emory)."

LOUIS J. RUBIN, Ph. D., (University of California), is a professor in the College of Education at the University of Illinois. He has a wide range of experience as a teacher, administrator, author, and consultant. He has addressed educational change in over 75 publications and papers including: "Fact and Fiction in Innovation Dissemination," "Installing an Innovation," and "An Approach to Educational Change."

ALAN SINCLAIR, Ed. D., (Boston University), is an administrator of the Learning Center for Staff Development and State Facilitation in the Rhode Island Department of Education. In addition, he has served as a consultant for numerous state and federal projects. His publications include: "Alternate Learning Center Abstracts of Inservice Training" and "The Teacher as a Client of Training."

WILLIAM T. WARD, Ed. D., (University of Oregon), is a Senior Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon. His experience includes teaching and administration in universities. For the past several years, he has been engaged in dissemination and linkage activities. His publications include: "Providing Organizational Development Skills (PODS): A Combined Training Program" and "The State Department of Education as a Change Agent."

CONSULTING/LINKAGE

KNOWLEDGE AND SKILLS INVENTORY

PREPARED BY STAFF DEVELOPMENT CONSULTANTS

CARL GASAWAY AND CLIFF ERWIN

JULY 1977

LEA SERVICES DEPARTMENT
ILLINOIS OFFICE OF EDUCATION
100 NORTH FIRST STREET
SPRINGFIELD, ILLINOIS 62777

RESUME

DESCRIPTORS: *Needs Assessment; *Self Evaluation; *Change Agents; Change Strategies; *Staff Improvement; Educational Innovation; Skill Development; *Measurement Instruments

ABSTRACT: This inventory is designed for educational consultants and other field staff to help them assess their levels of knowledge and skills in such consulting areas as entry/intervention, problem identification, problem-solving, group faciliation, resource utilization and evaluation. The Inventory enables consultants to assess their levels of competency (knowledge and skills) in ten broad areas. As process generalists, the Illinois Office of Education consultants on the regional program service teams provide the following services to local educational agencies: communication, problem-solving, technical assistance, and resource brokerage. This instrument is designed for use by educational consultants to identify their individual needs for further staff development. The inventory is completed before and after an awareness session which focuses on increasing knowledge in the ten consulting skill areas. The instrument can then be used, after needs are identified, to develop a training program. (LEW)

KNOWLEDGE AND SKILLS
SELF-ASSESSMENT INVENTORY

NAME

TEAM

DATE

This inventory is designed to stimulate your thinking about and assist you in assessing your level of knowledge and skill development necessary for consulting with adminstrators, teachers and other school personnel.

DEFINITIONS

Please refer to the following working definitions when responding to each activity.

CONSULTING is the process of working with clients in a manner which focuses on the relationships and events which occur when people are working on a task. The stance is primarily that of facilitating and assisting clients as they identify needs or issues and seek solutions.

KNOWLEDGE is the particular existing (present) range of one's information or acquaintance with facts.

SKILL is the ability to use one's knowledge effectively and readily in the execution or performance of some action.

INSTRUCTIONS

This instrument is designed to assist you in assessing your current level of knowledge and skill development in 10 areas.

Each skill is defined and includes a rating scale with values of 1 through 6. Each value is defined below:

A. Scale Values

1. None. No understanding of the concept whatsoever or totally unable to perform the action.
2. Very Low. Have enough understanding to participate quietly and usefully observe in situations.
3. Low. Have enough understanding and capability to follow the lead of others and support others.

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4. **Moderate**. Have enough understanding and capability to actively contribute in average pressure situations.

5. **High**. Have enough understanding and capability to function alone in an effort without support from others.

6. **Very High**. Have enough understanding and capability to lead/teach others in an effort.

B. After you have received clarity of the above definitions, please respond to each activity in all 10 skill areas by circling the scale number (value) that best describes your knowledge and skill level.

C. After you have responded to the specific activities of all 10 skill areas, compute the composite rating for each area. This can be accomplished by using an arithmetic average.

D. Transfer the average rating for each of the 10 skill areas to the individual profile sheet. Retain these forms for later use.

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SKILL AREA 1

COMMUNICATION SKILLS - Those listening and speaking skills which a consultant uses in all phases of working with administrators, teachers and other LEA personnel.

Please rate your level of knowledge and skill in each of the following areas/activities:

	ACTIVITY	KNOWLEDGE (Do I Know What to Do?)	SKILL (How Well Can I Do It?)
1.	Listening attentively	1 2 3 4 5 6	1 2 3 4 5 6
2.	Paraphrasing to ensure understanding of what others are saying	1 2 3 4 5 6	1 2 3 4 5 6
3.	Checking out for clarity and understanding by client	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying patterns of communication (norms, one- and two- way communication, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying non-verbal cues	1 2 3 4 5 6	1 2 3 4 5 6
6.	Giving and receiving feedback	1 2 3 4 5 6	1 2 3 4 5 6
7.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
8.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 2

ENTRY/INTERVENTION SKILLS - Conscious behavior by a consultant which helps an individual or group to move in a specific direction.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Establishing rapport and credibility	1 2 3 4 5 6	1 2 3 4 5 6
2.	Setting a conducive environment (climate)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Clarifying my role as a consultant	1 2 3 4 5 6	1 2 3 4 5 6
4.	Collecting data to determine need for service	1 2 3 4 5 6	1 2 3 4 5 6
5.	Deciding whether to continue or to negotiate a new resource for provision of service	1 2 3 4 5 6	1 2 3 4 5 6
6.	Finalize mutual expectations and commitments	1 2 3 4 5 6	1 2 3 4 5 6
7.	Translating an issue into a problem statement for the client	1 2 3 4 5 6	1 2 3 4 5 6
8.	Pointing out that a client/group is attending to several problems simultaneously rather than sticking to one problem at a time	1 2 3 4 5 6	1 2 3 4 5 6
9.	Pointing out how the client/group utilizes its resources	1 2 3 4 5 6	1 2 3 4 5 6

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ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
10. Pointing out dysfunctional behaviors which keep the group from achieving a cohesive working relationship	1 2 3 4 5 6	1 2 3 4 5 6
11. Verbally reinforcing client/group behaviors such as gatekeeping, agenda building, etc.	1 2 3 4 5 6	1 2 3 4 5 6
12. ____________________	1 2 3 4 5 6	1 2 3 4 5 6
13. ____________________	1 2 3 4 5 6	1 2 3 4 5 6
Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 3

DIAGNOSTIC SKILLS - (The consultant acts as a process observer) - Those skills which enable a consultant to assess a situation so that he/she can make appropriate interventions to aid the client(s).

Please indicate your level of knowledge and skill in each of the following areas/activitie

Note: This section is based upon the assumption that the consultant will describe his/her role to the group prior to providing service.

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Observing and analyzing leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
2.	Observing and analyzing decision making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Observing and analyzing how internal resources are utilized	1 2 3 4 5 6	1 2 3 4 5 6
4.	Determining when the use of specific assessment instruments (surveys, teacher methodology, morale, etc.) is appropriate	1 2 3 4 5 6	1 2 3 4 5 6
5.	Observing and analyzing group norms	1 2 3 4 5 6	1 2 3 4 5 6
6.	Observing and analyzing the group's overall effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
7.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
8.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 4

GROUP FACILITATING SKILLS - (The consultant acts as a facilitator while the group functions) - Those skills which enable a consultant to help a group identify its blocking and promoting forces, its problem-solving techniques and its other processes.

Please indicate your level of knowledge and skill in each of the following areas/activitie

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Helping groups to identify issues (task vs. relationship)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Helping groups to clarify decision-making modes	1 2 3 4 5 6	1 2 3 4 5 6
3.	Helping groups to analyze leadership styles	1 2 3 4 5 6	1 2 3 4 5 6
4.	Helping groups to deal with group pressure, conformity, and influence	1 2 3 4 5 6	1 2 3 4 5 6
5.	Helping groups to deal with conflict	1 2 3 4 5 6	1 2 3 4 5 6
6.	Helping groups to identify and deal with hidden agendas	1 2 3 4 5 6	1 2 3 4 5 6
7.	Helping groups to utilize their individual resources	1 2 3 4 5 6	1 2 3 4 5 6
8.	Helping groups to evaluate their task effectiveness	1 2 3 4 5 6	1 2 3 4 5 6
9.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
10.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 5

PROBLEM SOLVING - Those skills which a consultant uses to help his/her client(s) eliminate or cope with a situation identified as a problem.

Please indicate your level of knowledge and skill in each of the following areas/activitie

---

	ACTIVITY	KNOWLEDGE (Do I Know What To Do?)	SKILL (How Well Can I Do It?)
1.	Identifying problems clearly and specifically	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using brainstorming techniques	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using Force Field Analysis	1 2 3 4 5 6	1 2 3 4 5 6
5.	Generating solutions and determining implications	1 2 3 4 5 6	1 2 3 4 5 6
6.	Planning for action (Implementation)	1 2 3 4 5 6	1 2 3 4 5 6
7.	Conducting evaluation	1 2 3 4 5 6	1 2 3 4 5 6
8.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
9.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 6

INFLUENCE - The ability of one person to affect the attitude, behaviors or ideas of others
POWER - The ability of one person to control the behavior of another person by reason of position or authority.

Please indicate your level of knowledge and skill in each of the following areas/activitie

---

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What to Do?)	(How Well Can I Do It?)
1.	Identifying my own style of influencing and my need to influence	1 2 3 4 5 6	1 2 3 4 5 6
2.	Being aware of game-playing	1 2 3 4 5 6	1 2 3 4 5 6
3.	Assessing group norms	1 2 3 4 5 6	1 2 3 4 5 6
4.	Identifying congruence of intentions and actions	1 2 3 4 5 6	1 2 3 4 5 6
5.	Identifying nonverbal behaviors that influence others	1 2 3 4 5 6	1 2 3 4 5 6
6.	Understanding and helping the client(s) to understand power bases	1 2 3 4 5 6	1 2 3 4 5 6
7.	Coping with and helping the client(s) to cope with feelings of power and powerlessness	1 2 3 4 5 6	1 2 3 4 5 6
8.	Diagnosing and helping client(s) to diagnose power struggles	1 2 3 4 5 6	1 2 3 4 5 6
9.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
10.	____________________	1 2 3 4 5 6	1 2 3 4 5 6
Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.		1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 7

DESIGN SKILLS - The skills of putting together necessary components and sequencing them in a logical flow to meet a client's need for a particular service.

Please indicate your level of knowledge and skill in each of the following areas/activiti

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Understanding the need to involve various groups (teachers, students, community members, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using assessment techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Identifying goals	1 2 3 4 5 6	1 2 3 4 5 6
4.	Prioritizing	1 2 3 4 5 6	1 2 3 4 5 6
5.	Understanding the relationship among components of the planning process	1 2 3 4 5 6	1 2 3 4 5 6
6.	Budgeting/Accounting	1 2 3 4 5 6	1 2 3 4 5 6
7.	Planning Programs	1 2 3 4 5 6	1 2 3 4 5 6
8.	Planning evaluation strategies	1 2 3 4 5 6	1 2 3 4 5 6
9.	____________	1 2 3 4 5 6	1 2 3 4 5 6
10.	____________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 8

RESOURCE UTILIZATION - The process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help his/her client(s) solve problems.

Please indicate your level of knowledge and skill in each of the following areas/activiti

---

	ACTIVITIY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Diagnosing information and resource needs of clients that cannot be met with internal-to-client resources	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using systematic procedures and established channels to bring resources to clients (retrieval skills)	1 2 3 4 5 6	1 2 3 4 5 6
	a. Using internal agency resources (PP&D, IRDN, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
	b. Using external resources (universities, professional organizations, etc.)	1 2 3 4 5 6	1 2 3 4 5 6
3.	Using knowledge transformation skills	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using adaptation/modification skills and understandings	1 2 3 4 5 6	1 2 3 4 5 6
5.	________________	1 2 3 4 5 6	1 2 3 4 5 6
6.	________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 9

CONFLICT MANAGEMENT/UTILIZATION - The use of conflict situations as a source of learn for the consultant to become more effective in working with individuals and groups within the LEA's.

Please indicate your level of knowledge and skill in each of the following areas/activit

ACTIVITY	KNOWLEDGE	SKILL
	(Do I Know What To Do?)	(How Well Can I Do It?)
1. Understanding basic causes of conflicts	1 2 3 4 5 6	1 2 3 4 5 6
2. Diagnosing conflict situations	1 2 3 4 5 6	1 2 3 4 5 6
3. Identifying alternative ways of coping with conflict	1 2 3 4 5 6	1 2 3 4 5 6
4. Using third-party conflict resolution	1 2 3 4 5 6	1 2 3 4 5 6
5. ______________	1 2 3 4 5 6	1 2 3 4 5 6
6. ______________	1 2 3 4 5 6	1 2 3 4 5 6
Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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SKILL AREA 10

EVALUATION SKILLS - Those skills which enable a consultant to determine the quality of his/her task and relational efforts with clients.

Please indicate your level of knowledge and skill in each of the following areas/activitie

---

	ACTIVITY	KNOWLEDGE	SKILL
		(Do I Know What To Do?)	(How Well Can I Do It?)
1.	Using formative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
2.	Using summative evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
3.	Documenting evaluation results	1 2 3 4 5 6	1 2 3 4 5 6
4.	Using evaluation results in decision-making	1 2 3 4 5 6	1 2 3 4 5 6
5.	Planning/designing evaluation techniques	1 2 3 4 5 6	1 2 3 4 5 6
6.	________________	1 2 3 4 5 6	1 2 3 4 5 6
7.	________________	1 2 3 4 5 6	1 2 3 4 5 6
	Indicate your average rating for knowledge and skill in this area for entry on the Individual Skills Profile.	1 2 3 4 5 6	1 2 3 4 5 6

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NAME ______ ______
DATE ______ ______
TEAM ______

INDIVIDUAL SKILLS PROFILE

		COMMUNICATION SKILLS	ENTRY/INTERVENTION SKILLS	DIAGNOSTIC SKILLS	GROUP FACILITATING SKILLS	PROBLEM SOLVING	POWER/INFLUENCE SKILLS	DESIGN/PLANNING SKILLS	RESOURCE UTILIZATION SKILLS	CONFLICT MGMT UTILIZATION SKILLS	EVALUATION SKILLS
PRIORITY											
KNOWLEDGE	6										
	5										
	4										
	3										
	2										
	1										
PRIORITY											
SKILL	6										
	5										
	4										
	3										
	2										
	1										

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INDIVIDUAL SKILLS PROFILE
PRIORITY SHEET

NAME

TEAM

DATE

Instructions: Prioritize the ten consultant skill areas based on your need for additional knowledge or skill development in each area.

	KNOWLEDGE	SKILL
Priority #1		
Priority #2		
Priority #3		
Priority #4		
Priority #5		
Priority #6		
Priority #7		
Priority #8		
Priority #9		
Priority #10		

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DRAFT 6-17-77

Plan for Documenting the Illinois Office of Education Linker Training Awareness Workshop, July 11-14, 1977

I. Objectives:

A. to provide an accurate and detailed description of the IOE workshop from planning through implementation to facilitate future replication or adaptation of the training activities (by IOE or others);

B. to provide accurate and concrete data useful in revising or refining workshop objectives, content, scope, or format;

C. to identify and document issues and phenomena that can increase our understanding of the training and linkage processes;

D. to provide a source of comfort to the agencies that funded the training.

II. Focus of the Description:

The description will include: (1) a brief history of the development of the workshop and the context for which it was designed (i.e., the IOE LEA service model, specific training needs of field staff, etc.); (2) a summary of workshop objectives, activities, schedule, training content, presenters, and participants; (3) a summary (with specific examples if possible) of participants' assessment of training (knowledge and skills) needs at the end of the awareness sessions; (4) a summary of "reactions" to the workshop grouped according to SEA field staff, SEA workshop planners, presenters, out-of-state participants, etc. Reaction/opinion will be sought in terms of the following criteria or guiding questions:

- clarity and understandability of skill presentations
- clarity of workshop objectives
- degree of attainment of workshop objectives
- desirability of overall workshop format
- other?

(5) a summary of key issues confronted in daily end-of-day planning/feedback sessions; (6) reactions and key issues of panel discussion on last day; (7) a list and brief account of what events and training activities that will follow the workshop (August training groups formed, specific training agendas set, etc.)

III. Approach and Sources of Data:

A. Participant observation and field notes during pre-workshop planning. workshop sessions, and feedback sessions (Dane and Sharon).

B. Tape recording (audio) of all large group sessions and at least one each of the 10 skill awareness sessions. (Dane, Sharon and IOE staff)

C. Summaries of participants completed Knowledge and Skills Self-Assessment Inventory (copies of last 2 pages of all 100 SEA participants plus copies of entire booklets of a random sample of 20, if possible on the last day of the workshop). (Dane and IOE staff?)

D. Key documents/materials (workshop agenda, written instructions to presenters, Knowledge and Skills Assessment Inventory, etc.)

E. Interviews with selected participants and presenters to probe their views about the likely impact of the workshop on themselves and others (especially probe for increased awareness and interest in the skill areas on the part of participants. A key question will be, "In what ways, if any, have the workshop activities helped me see concrete possibilities for training that will help me perform important linkage/consulting/service functions in my job?" "What particular training possibilities do you intend to pursue in the coming months?" (Dane and Sharon)

F. Brief opinion/feedback survey to be filled out Friday by all workshop participants (in and out of IOE) (can be completed in less than 10 minutes). (Dane and Sharon develop?)

IV. Report Schedule:

Draft prepared for IOE review by September 1. Final copy will be completed by October 1.

Report will be submitted to IOE (Bud Grossner) and to NIE as part of Regional Exchange scope of work (as part of the Final Report).

Skill Session
Evaluation Form

1. The presentation was:

A.	( )	( )	( )	( )	( )
	Highly understandable				Not at all understandable
B.	( )	( )	( )	( )	( )
	Greatly increased my knowledge of of the skill area				Provided no new knowledge of the skill area
C.	( )	( )	( )	( )	( )
	Allowed enough time for questions and/or discussion				Allowed too little time for questions and/or discussion

2. As I reflect on this session, I am most pleased about:

3. As I reflect on this session, it would have been better for me if:

____IOE Participant

____IOE Observer

____Other (Please specify)

Workshop Evaluation
Participant Form

1. To what extent have the workshop activities helped you to see concrete possibilities for training that will help you perform important linkage functions in your job?

( )	( )	( )	( )	( )
To a great extent				Not at all

2. To what extent have the workshop activities helped you to understand what the training for particular linkage skills might entail?

( )	( )	( )	( )	( )
To a great extent				Not at all

3. To what extent did the content of the skills presentations overlap?

( )	( )	( )	( )	( )
To a great extent				Not at all

4. To what extent have the workshop activities helped you to assess your own training needs?

( )	( )	( )	( )	( )
To a great extent				Not at all

5. To what extent did you find the format and organization of the workshop (schedule, sequence of events, etc.) suited to the workshop's purpose?

( )	( )	( )	( )	( )
To a great extent				Not at all

6. Based upon your understanding of the workshop objectives, to what extent do you feel that the objectives were achieved during this week?

( )	( )	( )	( )	( )
To a great extent				Not at all

7. Additional comments/suggestions:

THE ILLINOIS OFFICE OF EDUCATION
CONSULTING/LINKAGE SKILLS AWARENESS WORKSHOP

During the week of July 11 through July 15, the Illinois Office of Education (I.O.E.) hosted a Consulting/Linkage Skills Awareness Workshop in Springfield, Illinois. Participants included approximately 75 Program Service Team consultants, Illinois' linking agents, approximately 25 members of I.O.E.'s Program Planning and Development Section, selected staff from other I.O.E. departments, representatives of other education agencies in Illinois, and representatives from education agencies in other states. The primary goal of the week-long workshop was to acquaint the linking agents with a broad array of consulting/linkage skills as a means of helping individual participants assess their training needs. The ultimate outcome would include, hopefully, staff development plans designed to meet individual Program Service Team consultants' needs for linkage knowledge and skills.

The Consulting/Linkage Skills Awareness Workshop is only one element in a reorganization process that began in Illinois in 1975 when I.O.E. planners determined to separate the regulatory functions from the service functions of the agency. As a result, the LEA Service Department was established in the I.O.E. In addition to the Department's central office staff, the Program Planning & Development Section, housed in Springfield, five Program Service Teams (PSTs) staffed with a total of approximately 75 professionals serve local education agencies (LEAs) across the State of Illinois. The four basic service functions of the service teams are:

- providing problem-solving and planning assistance to LEAs
- assuming a resource linkage role for LEAs
- serving as a communication link between the I.O.E. and LEAs
- providing technical assistance to LEAs when other resources are not available

The service team function implies a change in role for many staff--from that of content specialist in reading, for example, to that of generalist who is skilled in assisting clients in identifying their needs and in identifying resources for meeting those needs in whatever content area clients may operate. As a result, I.O.E. is in the process of developing a comprehensive training program to facilitate the role change and to enhance staff ability to meet a broad array of LEA needs in whatever content areas the needs happen to occur. Consulting/Linkage Skills Awareness Workshop represents a significant step towards the development of that training program.

The Midwest Regional Exchange (Rx) became involved in the early planning stages of the workshop through its brokerage service, which is available to all states in the Rx region. The Rx arranged a series of planning meetings involving I.O.E. planners and the Linkage Training Service. These meetings focused on the development and implementation of a plan for providing I.O.E. consultants with a means of assessing their linkage training needs. Following the initial planning meetings, I.O.E. further developed the plan which resulted in the week-long workshop, for which the Rx agreed to provide evaluation and documentation services.

The general goals of the workshop were:

To provide Illinois consultants with a greater awareness of both general and specific skills encompassed by the consulting/linkage role and to acquaint them with national leaders in these areas. The format included:

- a series of large-group sessions designed to set the stage and clarify the goals of the week
- a series of small-group sessions, offered on a rotating basis for all participants, each focusing on a linkage skill cluster
- a series of large-group wrap-up and evaluation sessions focusing

on learnings of the week and possible applications

- individual Program Services Team meetings wherein participants reviewed the 10 linkage skill areas and prioritized their own needs for future training

Participants included:

approximately 75 Program Service Team staff and managers; approximately 25 Program Planning and Development (PP&D) staff; selected I.O.E. central office staff; selected representatives of other education agencies in Illinois; representatives of other education agencies across the country.

Consultants/presenters for the workshop were:

Robert D. Archibald, Director of the Counseling and Consultation Service and Adjunct Assistant Professor of Psychology in Higher Education at the Ohio State University, Columbus, Ohio.

Janice Baker, Acting Coordinator for Statewide Assessment and Operations Planning for the Rhode Island State Department of Education, Providence, Rhode Island.

Ann Bennett, Coordinator of Diffusion and Dissemination Projects for the Region X Service Center in Richardson, Texas.

Matilda Butler, Director of Applied Communication Research, Inc., Palo Alto, California.

David Crandall, Executive Director of the Network of Innovative Schools, Inc., Merrimac, Massachusetts.

Ruth Emory, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Sharon Koenigs, Resource Specialist, Midwest Regional Exchange, CEMREL [illegible] Inc., St. Louis, Missouri.

Dane Manis, Director, Midwest Regional Exchange, CEMREL, Inc., St. Louis, Missouri.

Charles Mojkowski, Director of the Educational Consulting Service in Providence, Rhode Island.

William Paisley, Associate Professor of Communication, Stanford University, Palo Alto, California.

Ralph Parish, Director of KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

Rene Pino, Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Louis Rubin, Professor, College of Education, University of Illinois, Urbana/Champaign, Illinois.

Alan Sinclair, Administrator of the Learning Center for Staff Development and State Facilitation, Rhode Island Department of Education, Providence, Rhode Island.

Shelia Smith, KEDDS/LINK, Kansas Department of Education, Wichita, Kansas.

William Ward, Senior Associate in the Training for Dissemination Project, Northwest Regional Educational Laboratory, Portland, Oregon.

Ten skill awareness sessions were available on a rotating basis to all participants. Each session was presented five times. Each session accomodated approximately 25 participants. The participants were grouped in a manner allowi each participant to attend all 10 awareness sessions. Each session focused on one of the following skill areas:

- Design/Planning
- Entry/Intervention
- Diagnostic Skills
- Group Facilitation

- Problem Solving
- Resource Utilization
- Power/Influence
- Communications
- Conflict Management/Utilization
- Evaluation Skills

Following the last large-group session of the week, participants met in their Program Service Team groups and individually assessed and prioritized their skill training needs for the future.

The training priorities developed by the individual participants were submitted to the I.O.E. Staff Development planners in order to provide them with a framework for the development and implementation of future, long-term staff development activities.

SECTION III

COORDINATING PROCESSES FOR CONSULTING/LINKAGE SKILLS TRAINING:

Administrative Memo Identifying Special Program Areas for Staff Development

Department FY 78 Inservice Calendar

Department Meeting Structure for Staff Development

Department Program Areas Survey

Issues for Monthly Special Program Staff Meetings

Staff Development/Inservice Agendas, September-November

Request for Proposal (RFP) for Consulting/ Linkage Skills Training

Addendum to RFP with Skill Areas Defined

Proposal Evaluation Form

Selecting "Trainers of Consultants" (T of C) Staffs: Criteria and Procedures

Letter to District Superintendents to Verify Strengths of Potential "T of C" Staff

Staff Development/Inservice Agenda, December

Management Memos to Staff Regarding Consulting/ Linkage Skills Training

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Date: August 26, 1977

MEMORANDUM

TO:
Bob Hardy
Jim Mendenhall
Sue Troute
Carol Reisinger
Larry Werner
Joyce Van Tassel
Ted Randall
Jean Garst
Joe Fisher
Paul Griffith
Mike McCollum

FROM: Nelson F. Ashline

SUBJECT: Special Department Staff Meetings for Program Services Teams

In continuing to provide quality services to local educational agencies, it is essential that a systematic flow of communication exist between program areas within the agency and the Program Services Teams. To allow for this exchange of information, the LEA Services Department has developed a monthly inservice program. Each Program Services Team has assigned a team person to your program area. I would like for you to participate in this effort by assuming the responsibility for conducting a meeting for these team members during the monthly inservice session. Your first meeting with the Program Services Team members assigned to your area is scheduled for September 14 at 3:00 p.m. Beginning in October, the meetings are scheduled on the second Tuesday of each month at 3:00 p.m. This schedule will carry on through May of 1978.

The purpose of the sessions is to provide an arena for interaction between internal program staff and PST members on a "give and take" basis around issues/concerns identified. In addition, it should be helpful for you to share program information about upcoming activities.

Your involvement in this cooperative venture will insure that services from this agency are timely and efficient.

Staff Development personnel will be contacting you regarding this effort.

cc: Grace Duff
Bill Tilley
Bill Grant
Bud Grossner

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LEA SERVICES DEPARTMENT

INSERVICE CALENDAR 1977-78

The following dates have been established for department staff development/inservice:

September 14-15, 1977

October 11-12, 1977

November 8-9, 1977

December 13-14, 1977

January 10, 11, 12, 1978

February 14, 15, 16, 1978

March 14, 15, 16, 1978

April 11, 12, 13, 1978

May 16, 17, 18, 1978

LEA SERVICES DEPARTMENT -- STAFF DEVELOPMENT/INSERVICE SCHEDULE
OCTOBER - DECEMBER, 1977

TIME	SETTING	ACTIVITY	DAY I - Tuesday	DAY II - Wednesday
8:30				Small Group Content Areas to be determined.
10:00			Optional (as needed*)	
12:00			LUNCH	LUNCH
1:00	Large Group	Introduction	Announcements	Optional (as needed*)
1:15	Large Group	Presentation(s)	Content Areas	
2:45	--	BREAK	--	
3:00	Small Group	Special Staff Meetings	Title I Title IV Title IX I.P.I. I.R.D.N. P.P.&D. - Curricular services P.P.&D. - Resp. Ed. P.P.&D - Health/Safety/P.E. S.E.S. - P.P.S. S.E.S. - Special Ed. S.E.S.-Gifted	

*These sessions will be held when there is a need for extra staff development/inservice time or other situations dictate.

This [illegible] PERMISSION OF THE [illegible] OFFICE OF EDUCATION/LEA SERVICES DEPARTMENT

LEA SERVICES DEPARTMENT -- STAFF DEVELOPMENT/INSERVICE SCHEDULE
JANUARY - MAY, 1978

TIME	SETTING	ACTIVITY	DAY I - Tuesday	Day II - Wednesday	DAY III - Thursday
8:30				Skill Areas (to be determined)	Skill Areas (to be determined
12:00				LUNCH	LUNCH
1:00	Large Group	Introduction	Announcements		
1:15	Large Group	Presentation(s)	Content Areas		
2:45	--	BREAK	--	Skill Areas (to be determined)	Skill Areas (to be determined)
3:00	Small Group	Special Staff Meetings	Title I Title IV Title IX I.P.I. I.R.D.N. P.P.&D. - Curricular services P.P.&D. - Resp. Ed. P.P.&D. - Health/ Safety/P.E. S.E.S. - P.P.S. S.E.S. - Special Ed. S.E.S. - Gifted		

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LEA SERVICES DEPARTMENT SURVEY

DATE ______________________

NAME ______________________

I. Content Areas for Inservice	Basic Orientation	Update Only	Month Suggested
Adult, Vocational and Technical Education			
Assessment Techniques			
Assertiveness Training			
Certification			
Competency Based Education			
Educational/Instructional Television			
Equal Educational Opportunity			
Finance, Grants and Reimbursements			
Foods and Nutriton (School Foods)			
Grantsmanship (Proposal Writing)			
Media			
Public Law 94-142			
Recognition and Supervision Public School			
Non-Public School			
Regional Information Centers			
Student Affairs			
Textbook Program			
Urban and Ethnic Education			

Indicate sub-categories of these areas, if appropriate, in the "comments" section on page 2.

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[illegible]
EDUCATION [illegible]

II. Write in additional content areas to be considered for departmental inservice this year.

Content Areas for Inservice	Basic Orientation	Update Only	Month Suggested

III. Indicate any content area for which you wish to be considered as a training resource.

IV. Comments.

August 1977

pc/5/3

ISSUES FOR MONTHLY SECTION MEETINGS
(TITLE I, TITLE IX, RESPONSIBILITY EDUCATION, ETC.)

NAME ______________________

TEAM ______________________

DATE ______________________

PROGRAM AREA ______________________________________

Following are the key issues, concerns and/or questions which I would like to see addressed in the next monthly section meeting:

1. ______________________________________
____
2. ______________________________________
____
3. ______________________________________
____
4. ______________________________________
____

Comments:

Please return this form to Carl Gasaway or Cliff Erwin in the Program Planning and Development Section.

pc/3/1 SD/1

LEA SERVICES DEPARTMENT
STAFF DEVELOPMENT/INSERVICE AGENDA
September 14-15, 1977

Wednesday September 14

TIME	ACTIVITY	PRESENTER	LOCATION
10:30	-Coffee		Room 6
11:00	-Introduction -Overview of Staff Development/Inservice for FY 1978 -Announcements	Bud Grossner	Room 6
12:00	-Lunch		
1:00	-Presentation: New materials in the ETV/ITV Section	Larry Broquet	Room 6
1:55	-Presentation: Grantsmanship	Don Christ Ray Schaljo	
2:45	-Break		
3:00	-Special Staff Meetings:		
	-Title I		Title I Area
	-Title IV		Forum 30
	-Title IX		Title IX Office
	-PP & D - Curricular Services		Auditorium C
	-PP & D - Responsibility Ed.		Room 1
	-PP & D - Health/Safety Ed/P.E.		Room 3
	-S.E.S. - Special Ed.		To Be Announced
	-S.E.S. - P.P.S.		To Be Announced
	-S.E.S. - Gifted		Gifted Area
	-I.P.I.		Room 6 East
	-I.R.D.N.		MaRC

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Thursday **September 15**

TIME	ACTIVITY	PRESENTER	LOCATION
8:30	Coffee		Room 6
9:00	Group A: P.L. 94-142	Jim Stowell	Room 6 East
	Group B: State Board I Goals	Enno Lietz	Room 6 West
	Group C: Illinois Problems Index (Update)	Larry Werner	Auditorium B
9:50	Transition Time		
10:00	Group A: State Board I Goals	Enno Lietz	Room 6 West
	Group B: Illinois Problems Index (Update)	Larry Werner	Auditorium B
	Group C: P.L. 94-142	Jim Stowell	Room 6 East
10:50	Transition Time		
11:00	Group A: Illinois Problems Index (Update)	Larry Werner	Auditorium B
	Group B: P.L. 94-142	Jim Stowell	Room 6 East
	Group C: State Board I Goals	Enno Lietz	Room 6 West
11:50	Transition Time		
12:00	Wrap-up -Announcements -Evaluation	Bud Grossner	Room 6

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LEA SERVICES DEPARTMENT

STAFF DEVELOPMENT INSERVICE
October 11 - 12, 1977

TUESDAY, OCTOBER 11

TIME	ACTIVITY	PRESENTER	LOCATION
1:00 - 1:15	Introduction	Joseph M. Cronin State Superintendent	Board and Conference Center--Fourth Floor
1:15 - 2:45	Planning and Research	John Alford	Board and Conference Center--Fourth Floor
2:45 - 3:00	Break		
3:00 - 4:30	SPECIAL STAFF MEETINGS		
	Title I		Room 2, Fifth Floor
	Title IV		Auditorium D
	Title IX		Title IX Office
	Program Planning and Development		
	-Curricular Services		Board and Conference Center--Fourth Floor
	-Responsibility Education		Room 1, Fifth Floor
	-Health/Safety/Physical Education		Room 5, Fifth Floor
	Specialized Education Services		
	-Gifted		Auditorium B
	-Pupil Personnel Services		Auditorium B
	-Special Education		Auditorium B
	Illinois Problems Index		Room 7, Fifth Floor
	Illinois Resource and Dissemination Network		MaRC, Fourth Floor

WEDNESDAY, OCTOBER 12

TIME	ACTIVITY	PRESENTER	LOCATION
8:30 - 9:00	Coffee		Board and Conf. Center
9:00 - 10:00	Grantsmanship	Don Christ Ray Schaljo	Board and Conf. Center
10:00 - 10:15	Break		
10:15 - 10:55	Grantsmanship (Advanced)	Bill Callahan Don Christ Ray Schaljo	Auditorium D
	Unemployment Compensation	Phil Pemberton	Auditorium B
	Certification	Barry Weiss	Board and Conf. Center, NE
	Assessment/Planning	Larry Werner	Board and Conf. Center, SW
	Textbook Program	Harvin Cook	Board and Conf. Center, SE
10:55 - 11:05	Transition Time		
11:05 - 11:45	Unemployment Compensation	Phil Pemberton	Auditorium B
	Certification	Barry Weiss	Board and Conf. Center, NE
	Assessment/Planning	Larry Werner	Board and Conf. Center, SW
	Textbook Program	Harvin Cook	Board and Conf. Center, SE
11:45 - 11:55	Transition Time		
11:55 - 12:35	Unemployment Compensation	Phil Pemberton	Auditorium B
	Certification	Barry Weiss	Board and Conf. Center, NE
	Assessment/Planning	Larry Werner	Board and Conf. Center, SW
	Textbook Program	Harvin Cook	Board and Conf. Center, SE

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LEA SERVICES DEPARTMENT

STAFF DEVELOPMENT INSERVICE
NOVEMBER 8 - 9, 1977

TUESDAY, NOVEMBER 8

TIME	ACTIVITY	PRESENTER	LOCATION
1:00 - 1:15	Introduction	Nelson F. Ashline Executive Deputy Superintendent	Auditoriums B, C, and D
1:15 - 2:30	Governmental/ Community Relations	Robert Leininger	Auditoriums B, C, and D
2:30 - 3:00	Break		Auditoriums B, C, and D
3:00 - 4:30	SPECIAL STAFF MEETINGS		
	Title I		Room 3, Fifth Floor
	Title IV		Auditorium C
	Title IX		Auditorium D
	Program Planning and Development		
	-Curricular Services		Room 5, Fifth Floor
	-Responsibility Education		Room 1, Fifth Floor
	-Health/Safety/Physical Education		Conference Room, Fourth Floor, S
	Specialized Educational Services		
	-Gifted		Auditorium B
	-Pupil Personnel Services		Auditorium B
	-Special Education		Auditorium B
	Illinois Problems Index		Room 7, Fifth Floor
	Illinois Resource and Dissemination Network		MaRC, Fourth Floor

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EDUCATION/LEA [illegible]

WEDNESDAY, NOVEMBER 9

TIME	ACTIVITY	PRESENTER	LOCATION
8:30 - 8:45	Coffee		Auditoriums B, C, and D
8:45 - 9:25	Career Education Update	Donna Martin	Auditorium B
	Title I, 89-10 Evaluation	Rose West	Auditorium C
	IRDN (Screening Searches)	Carol Reisinger	Auditorium D
9:25 - 9:30	Transition Time		
9:30 - 10:10	Career Education Update	Donna Martin	Auditorium B
	ETV/ITV Update	Larry Broquet	Auditorium C
	IRDN (Screening Searches)	Carol Reisinger	Auditorium D
10:10 - 10:30	Break		Auditoriums B, C, and D
10:30 - 11:10	Title I, 89-10 Evaluation	Rose West	Auditorium B
	ETV/ITV Update	Larry Broquet	Auditorium C
	IRDN (Screening Searches)	Carol Reisinger	Auditorium D
11:10 - 11:15	Transition Time		
11:15 - 11:45	Wrap-up	Bud Grossner	Auditoriums B, C, and D

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

November 3, 1977

Dear Prospective Bidders:

We are enclosing a Request For Proposal (RFP), Addendum and supplementary materials for Consulting Linkage Skills Training for the Illinois Office of Education/LEA Services Department professional staff.

You will notice that activity one, page three, announces that an Orientation Session for interested bidders is scheduled on November 21, 1977, from 1:00 p.m. to 3:00 p.m. at the Hilton O'Hare Hotel in Chicago, Illinois. Detailed information will be sent to those who submit a Letter of Intent.

If you are planning to attend the Orientation Session, please notify us so that we can schedule appropriate facilities. We may be contacted by telephone at: 217/782-2927 or 217/782-7547.

Sincerely,

Carl Gasaway
Carl Gasaway

Cliff Erwin
Cliff Erwin
Staff Development Consultants
LEA Services Department

RH/3V

Enclosure

100 North First Street
Springfield, Illinois 62777
217/782-4321

188 West Randolph
Chicago, Illinois 60601
312/793-2220

State Office Building
601 North 18th
Mt Vernon, Illinois 62864
618/242-1676

Post Office Box 625
DeKalb, Illinois 60115
815/753-0261

3 Henson Place
Champaign, Illinois 61820
217/333-6770

REQUEST FOR PROPOSAL

CONSULTING LINKAGE SKILLS TRAINING

This Request for Proposal (RFP) is being issued by the State Board of Education, the Illinois Office of Education, LEA Services Department.

NEEDS:

The State Board of Education and the Illinois Office of Education have adopted a policy of providing comprehensive technical assistance support to local school districts as they plan and implement school improvement efforts. The nature of this assistance effort is a significant departure from traditional service modes of state departments of education. Historically, the service role of state education departments has been "content loaded." That is, departments have attempted to provide a wide range of subject matter specialist expertise directly to local school districts as they worked to bring about school improvements.

The Illinois Office of Education has attempted to improve upon this mode of service by forming regional Program Service Teams. The Program Services Team consultants are implementing an emerging role which is to assist districts to identify and meet their local needs. They assist districts in areas of problem solving; technical assistance in program areas; and linkage (resource brokerage). In addition, they serve as communication links between the districts and the Illinois Office of Education.

The agency has also created a Program Planning and Development Unit which provides program information and training to provide support for the Program Service Teams.

The LEA Services Department is staffed by five regional Program Services Teams of approximately 15 field consultants each and the Program Planning and Development Section of 30 consultants.

The LEA Services Department staff completed a four-day awareness session during July 1977 which addressed the following consulting skill areas:

1. Communication Skills
2. Entry/Intervention Skills
3. Diagnostic Skills
4. Group Facilitating Skills
5. Problem Solving
6. Power and Influence
7. Design Skills
8. Resource Utilization
9. Conflict Management Utilization
10. Evaluation Skills

The purpose of this session was to give participants a knowledge base from which they could assess their own needs for future staff development training.

Both Program Service Team consultants and Program Planning and Development consultants need to acquire more knowledge and skill development which will enable the agency to more effectively and efficiently implement the Dissemination/Diffusion/Linkage Model in providing services to the local educational agencies in Illinois.

The Illinois Office of Education wishes to contract for the development of software and attendant staff training for the Dissemination/Diffusion/Linkage processes. IOE Staff Development personnel will be available to consult with the contractor in planning details of implementation. In addition, Staff Development personnel will facilitate the implementation of the structure, logistics, etc. of the training effort.

GOAL:

The goal of this RFP is the development and implementation of training which will assist LEA Services Department personnel to acquire knowledge and develop consultative skills which will enable them to more fully implement the Dissemination/Diffusion/Linkage Model in the local educational agencies of Illinois.

TIME/FISCAL PARAMETERS:

The time span of the proposed contract is January 1, 1978 - June 30, 1978. (See specific phases under "Activities" Section B. These are proposed dates but all training must be completed by June 30, 1978.)

Monetary terms of the proposed contract are not to exceed $4000 per phase; amount for subcontractors is not to exceed 15% of the total contract.

PROPOSAL SPECIFICATIONS:

Proposal Objectives: Objectives of proposed project must be stated in measurable terms.

Proposed Activities: Activities relating to each objective must be detailed in a time-specific format. Flow charts should be included.

A. Objectives

1. To provide LEA Services Department Staff with knowledge acquisition and skill development in the area of consulting/linkage skills (to enable them to consult with individuals and groups).
2. To provide LEA Services Department Staff with experiential activities which facilitate the development of their skills in areas such as: Entry-Negotiation/Problem

Identification; Problem Solving/Planning; Implementation/Evaluation; etc.

3. To provide an arena for LEA Services Department staff to practice the application of knowledge they have gained in various consulting/linkage skill areas.

4. To provide LEA Department Services Staff with training which will enable them to train other consultants.

B. Activities

1. An orientation session to provide essential information regarding this RFP is scheduled for November 21, 1977 at 1:00 p.m. to 3:00 p.m. at the Hilton O'Hare in Chicago. Interested bidders are invited to participate in this session at their own expense.

2. The contractor is expected to begin training on the following dates:

Phase I:	Training	January 10-12, 1978 *
	Follow-up consulting	February 15-16, 1978
Phase II:	Training	February 14-16, 1978
	Follow-up consulting	March 15-16, 1978
Phase III:		
	Training	March 14-16, 1978
	Follow-up consulting	April 12-13, 1978

The training model should include but not be limited to the following:

1. Content input which provides further understanding of the principles, techniques, and applications of the consulting skill areas essential for implementation of the Dissemination/Diffusion/Linkage Model.

2. Consulting skill input for implementing the Dissemination/Diffusion/Linkage Model.

3. a. More specifically the Dissemination/Diffusion/Linkage Model processes include awareness, interest, evaluation, trial, adoption and integration. These are distinct phases to be addressed.

   b. The content should include some theory and practical applications, techniques, approaches, etc. which focus on phases or steps which a consultant should follow in working with a district to implement a new program.

4. Self-study material for training participants.

* The January 10-12, 1978 training date for the Trainers of Consultants group may be negotiated for later in January if the Illinois Office of Education and the contractor mutually determine it to be necessary.

5. Design of an evaluation process to determine the effectiveness and efficiency of the training effort.

The contractor is expected to provide training for 10-15 consultants in one or more of the following phases of training: *

1. Entry-Negotiation/Problem Identificaton including Communication, Diagnosis and Group Facilitation.

2. Problem Solution/Design-Planning/Decision Making including Resource Utilization, Conflict Management, Utilization and Power and Influence.

3. Implementation/Evaluation including Dissemination and Diffusion.

This small group will then provide training to other IOE consultants. Hereafter, these small groups will be referred to as trainers of consultants (T of C). Furthermore, the contractors will be expected to:

1. Provide a format and content for the T of C group to utilize in providing training to other consultants in the areas specified in the preceding paragraph.

2. Train the T of C group in the areas specified in the preceding paragraph.

3. Train the T of C group to utilize the format and content with other consultants.

4. Develop and provide 100 copies of content and materials (software) for consultants study 10 days prior to the first training date for each phase.

The LEA Services Department Manager and Staff Development consultants reserve the right, if necessary, to negotiate with the contractor for more clearly defined services to be provided.

C. Evaluation Design

The proposal must contain appropriate designs for evaluation of the effectiveness of the proposed project. Types of data to be analyzed and criteria must be included.

* See attached addendum for a description of each phase of training.

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D. Budget

The proposed budget must be presented in terms of specific objectives and cross-referenced by line item of expenditure.

E. Subcontractors

The following information is required if any subcontracting is to be utilized:

1. Name and address of subcontractor(s) if known.
2. Nature of contract(s).
3. Measurable and time specific products expected.
4. Associated costs.

F. Project Personnel

The following information concerning project personnel must be provided.

1. Project Director

   a. Experience with activities similar to those in this RFP.

   b. Experience in directing major projects, including duration of projects, similar to that requested in this RFP.

   c. Names, addresses and telephone numbers of three references knowledgeable of past performance.

2. Project Staff

   Description of similar program and projects, including duration, for individual project staff member.

3. Staff Limitations

   Limitations that program staff would have related to:

   a. Travel
   b. Length of time available to be contracted.

   c. Earliest starting date.

4. Other Resources

   Other resources such as consultants, agencies, etc. from which the potential bidder can draw.

General Information:

Payment: Payment for services and expenses will be made on a reimbursement of cost basis. Dates of payment will be negotiated to insure that this office pays only for completed performance.

Rights: The Illinois Office of Education assumes rights to all materials developed in this project.

Letter of Intent: A letter of intent to submit a proposal in response to the RFP should be received by the LEA Services Department no later than November 17, 1977. (Attached is a Letter of Intent Response Form.)

Statement of Assurances: The attached Statement of Assurances concerning compliance with state and federal regulations must be signed.

Compliance with Data Collection Procedures: All data collection activities to be carried out within the contract must have prior approval of form, instrumentation and content by the Illinois Office of Education. Approval may be obtained from the Illinois Office of Education Office of Data Management Administration.

Past Contracts Completed: Proposals will be accompanied by a list of all major contracts completed in the last three years in related areas of expertise stating:

a) Monetary amount of each contract.
b) Date each contract was completed.
c) Elapsed time from each contract date to completion and submission date.

Proposal Review: Proposals received as a result of this RFP will be evaluated according to the following criteria:

a) Cost effectiveness.
c) Extent to which the proposed project meets the goals of the RFP.
d) Extent to which the specifications in the RFP are followed.
e) Qualifications of the firm and the proposed staff.

Proposal Copies: Ten copies of the proposal must be received by the contact person specified in this RFP by the close of the IOE business day (4:30) on December 5, 1977.

Contact Person E. L. "Bud" Grossner, Manager
Department LEA Services
Address 100 North First Street
City/State/Zip Code Springfield, IL 62777
Telephone 217/782-5418

Project Period: Proposed project must be for the period January 1 to June 30, 1978.

pc/2/1

ADDENDUM TO RFP: CONSULTING/LINKAGE SKILLS TRAINING

CONSULTING/LINKAGE SKILLS AREAS

Program Services consultants utilize a wide range of skills and processes when consulting with local district personnel. It is recognized that, for training purposes, it is necessary to identify components or areas of the consultation process; however, the desired outcome of training is for the consultants to integrate and utilize appropriate skills/processes in a given situation.

The contractor needs to be able to assist consultants to utilize these skills in both a short-range as well as a long-range effort. The skills/processes should enable a consultant to take an innovative program initiated by the Illinois Office of Education to the district. The most frequent need, however, is one in which problems or concerns are generated at the local district level and the consultant is requested to help solve them.

The skills are grouped to provide a sequence of training that relates to the work sequence of the consultants.

Training Phases

I. Entry-Negotiation/Problem Identification (including Communication, Diagnosis, and Group Facilitation).

II. Problem Solution/Design-Planning/Decision Making (including Resource Utilization; Conflict Management/Utilization; and Power and Influence).

III. Implementation/Evaluation (including Dissemination and Diffusion).

Phase I:

Entry-Negotiation-Problem Identification (including Communication, Diagnosis and Group Facilitation).

A. Entry - the process of establishing a relationship with the client(s), collecting data and determining the need for service.

The activities covered in this section include those activities which a consultant engages in during the initial stages of a consultation session.

Some steps and activities in making entry with a client are:

Steps	Activities
1. Establish Rapport and Credibility	-Present yourself in a positive way. -Present an image the client can respond to.

- Clarify your role.
- Identify your purpose for being there.
- Solicit input and be open to it.
- Share feelings honestly.
- Listen.
- Paraphrase.
- Check out for clarity and understanding by the client
- model the behaviors you profess.

2. Set the Climate.
    - Be attentive.
    - Command mutual respect.
    - Listen and share feelings.
    - Keep in touch with client's needs.
    - Articulate, clarify, classify client's needs.
    - Discriminate - what is essential?
    - Read between lines.
    - Observe behavior that is occurring in you and your client.
    - Appraise whole situation.
    - Consider your "gut reaction" to the climate you are experiencing.

3. Collect Data.
    - Gather as much data as you can.
    - Objectively summarize pertinent data.
    - Sort data to identify relevant information.
    - Display data in meaningful way.

4. Decide whether to continue or to negotiate out of the situation.

B. Communication - Those listening and speaking skills which a consultant uses in all phases of working with administrators, teachers and other LEA personnel.

Communication is a continuous process which occurs at each stage of consultation (entry, problem identification, problem-solving, etc.) and is essential to the successful completion of those processes. Communication is implicit throughout all the processes.

C. Negotiation - the process of working with the client(s) to determine specific outcomes to be arrived at.

D. Problem Identification - the process by which problems get identified. This process directs what kinds of things get labeled as problems, who indicates that a problem exists and who is involved in identifying problems.

E. **Diagnosis** - the process of assessing a situation in order to make interventions which will help the client(s) to solve their problems.

Some steps and activities in negotiating and problem identification with a client are:

Steps

1. Identify specific problem to work on.
2. Determine resources available.
3. Help client to make decisions.
4. Finalize plans for implementation.

Activities

- -Listen.
- -Clarify.
- -Give and receive feedback.
- -Deal with frustration.
- -Structuring:
    - a. Linear sequencing of choice points.
    - b. Maintain decisions already made.
- -Operate in a consistent manner.
- -Articulate implications and ramifications.
- -Assess needs and identify choice points.
- -Translate needs into objectives.
- -Resource utilization/allocation.
- -Make referrals where necessary.

Negotiation is a continuous process which like communication occurs at each stage of consultation (entry, problem identification, problem-solving, etc.) and is not limited to the early stages of consultation. Each time a consultant moves into a new area with the client or meets with new clients in the process of consulting, the need for negotiation again becomes necessary.

F. **Group Facilitation** - the process of helping a group identify the dynamics which are operating in the areas of leadership, decision-making, interpersonal relationships, task directedness, etc.

Some activities involved in facilitating groups are:

1. Helping groups to identify issues (task vs. relationship).
2. Helping groups to identify decision-making modes.
3. Helping groups to analyze leadership styles.
4. Helping groups to evaluate their task effectiveness.
5. Helping groups to deal with conflict.

Phase II

A. Problem Solution/Planning/Decision Making (including Conflict Management/Utilization; Power and Influence; and Design.)

Once a problem has been identified in a district an approach or means for solving problems must be identified before the problem can actually be solved. For most problems, there are usually several different solutions which are possible. Planning involves developing an approach and clarifying how it will be used.

The activities covered in this section include those activities which a consultant engages in while assisting his/her client(s) eliminate or cope with a situation identified as a problem.

Some of the activities are:

1. Clearly identifying and exploring the dimensions of the problem.
2. Identifying blocking and promoting forces (Force Field Analysis).
3. Generating solutions and exploring implications.
4. Selecting the most appropriate solution.
5. Identifying strategies and exploring implications.
6. Selecting the most appropriate strategies for implementation.
7. Making provision for an evaluation design.

B. Planning/Design

The activities covered in this section include those activities in which a consultant engages while assisting the client(s) to put together the necessary components, sequence in a logical order, and identify needed resources to implement strategies indentified in the problem solution stage.

Some of the activities are:

1. Clearly identifying and exploring the dimensions and implications of each strategy.
2. Identifying blocking and promoting forces to assist in planning for implementation.

3. Determining timelines for the strategies.

4. Identifying human and material resources needed.

5. Developing an evaluation design.

C. Decision-Making

Decision-making is an event which occurs when choices or alternatives are identified and action is needed to proceed. These events occur throughout the consulting stages but many decisions must be made during the problem solution/planning stages.

Many decisions are made daily in a district, based on established norms and procedures. This process of decision-making involves generating a variety of solutions to a specific problem. Realizing that some solutions will be of a better quality than others, one comes to a critical aspect of decision-making, that of choosing one solution over alternative solution(s).

Decision-making mode appropriate for the situation needs to be identified and accepted.

Resource Utilization - the process of using those knowledges and skills available to a consultant in the form of personnel, materials, time and money to help clients solve problems.

D. Conflict Management/Utilization

The activities covered in this section include those activities in which the consultant engages when differences arise around issues or task performance. The consultant utilizes the conflict situation to channel the energy generated into productive task accomplishment or improved relationships.

Some of the activities are:

1. Diagnosing the conflict situation.

2. Defining the conflict at the issue level rather than personnel level.

3. Identifying alternative ways of coping with the conflict.

4. Utilizing third-party conflict resolution.

E. Power and Influence

The activities covered in this section include those activities in which the consultant assesses his/her own influence and those of the client(s) (i.e., the extent one affects the attitude, behaviors or others due to position or authority).

These dynamics are pervasive throughout the stages of consultation.

Some of the activities are:

1. Identifying own style and extent of influence.
2. Identifying opinion leaders and persons with power.
3. Assessing group norms.
4. Identifying congruence of intentions and actions.
5. Identifying and helping the client(s) to diagnose and cope with power struggles.

Phase III

Implementation/Evaluation (including Dissemination/Diffusion).

Implementation - the process of activating those procedures and mechanisms decided upon to solve a problem or problems.

The activities covered in this section includes but are not limited to:

1. Assuring that follow-up arrangements are made (i.e., meetings arranged, memos sent, etc.).
2. Assuring that timelines which were generated during the planning/ decision-making processes are adhered to.

Evaluation - the process by which a consultant determines if the activities that are occurring are in line with decisions made earlier.

1. Planning/designing evaluation techniques.
2. Using formative evaluation techniques.
3. Using summative evaluation techniques.
4. Documenting the results of evaluation.

Dissemination/Diffusion

A two-way communication process of assisting local educational agencies to more effectively and efficiently utilize available innovations and human and material resources in providing maximal learning experiences for their pupils.

RH/2H

ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin
State Superintendent of Education

ASSURANCES FOR APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCES TO THE ILLINOIS OFFICE OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and to receive the proposed contract. (Attach a copy of the substantiating document.)

2. The activities and services for which assistance is sought under this program will be administered by or under the supervision of the applicant.

3. In planning the program proposed in the application, there has been and, in establishing and carrying out the program, there will be participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

4. No funds received under this contract shall be used to supplant funds normally budgeted for the planning of services of the same type.

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CRF Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance from the Department. (The assurances of compliance (HEW 441), or court order, or desegregation plan previously filed with the U. S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application.)

6. That the applicant will comply with Sections 10-21.1, 10-22.4, 24-4 and 24-7 of The School Code of Illinois, and Article I, Section 18, of the Illinois Constitution of 1970 as respects non-discrimination on grounds of sex and that the applicant will further comply with the provisions of Title IX of the Education Amendments of 1972 (20 U.S.C., Sections 1681 et. seq.) and the regulations promulgated thereunder by the Department of Health, Education, and Welfare insofar as many be applicable hereto.

8. The project will be operated in compliance with all applicable state and federal laws and with regulations and other policies and administrative issuances by the State Board of Education, Illinois Office of Education, including submission of such reports as may be required.

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

Signature ______________________________ Title ________________________
7/1/76

Mr. E. L. "Bud" Grossner
LEA Services Department
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Dear Sir:

This letter is to notify you that we intend to respond to the Request for Proposal for training LEA Services Department professional staff in consulting/linkage skills. I will submit proposals for the following phases of training:

PHASE I	(Entry/Intervention/Problem Identification)	______
PHASE II	(Problem-Solution/Planning/Decision-Making)	______
PHASE III	(Implementation/Evaluation)	______

My complete address is as follows:

Street: ____

City: ______________________ State: __________ Zip: __________

Telephone: _____/__________

Sincerely,

RECOMMENDED
PROPOSAL EVALUATION FORM

____
Originator (Section/Department/Division)

____
Topic/Nature of Request for Proposal

____
Date

Proposal Number: ______________________________

Proposal Submitted By: ______________________________

Proposal Reviewed By: ______________________________

Proposal Covers Phase(s): I________, II________, III __________,

The following items are designed to help you evaluate proposals received in response to our recent request. It is important that the RFP that led to the proposals and each proposal being evaluated be read carefully.

Place an "X" in the appropriate space to indicate your response to each item. Please comment on specific items using the space provided, as well as the back of each page as needed. Be sure to comment on any ratings not wholly based on what is actually written in the proposal.

Indicate the point value you believe to be appropriate for each specific item. The maximum point value for each item is indicated. Transfer the point values you assign to each item to the summary sheet. If more than one phase of training is included in a single proposal, the evaluator should evaluate all proposals on only one phase at a time.

1. The proposal objectives clearly respond to the RFP needs in measurable terms.

(10) Yes ____ Points ____

No ____

2. The proposal describes appropriate content (software) to be provided for participants' study.

(10) Yes ____ Points ____

No ____

3. The proposal identifies a format/structure for training participants to function as Trainers of Consultants (T of C).

(10) Yes ____ Points ____

No ____

4. In your judgement are the proposed experiential activities designed to increase skill development as identified in the RFP/RFP Addendum for this phase?

(20) Yes ____ Points ____

No ____

COMMENTS:

5. The proposed training format and activities are described in such a manner that they could be replicated.

(20) Yes ____ Points ____

No ____

6. The evaluation design and strategies indicate a procedure for adequately determining (measuring) learner skill development.

(5) Yes ____ Points ____

No ____

7. The evaluation design and strategies indicate a procedure for feedback to the trainer(s) which will allow for monitoring and modification during the training session.

(5) **Yes** _____ **Points** _____

No _____

8. Qualifications of proposed project personnel are adequately presented and personnel appear to have qualifications to provide requested content and training.

(20) **Yes** _____ **Points** _____

No _____

9. If subcontracting is proposed, the subcontractor(s) is (are) identified; if known, nature of contract, product(s) expected, and associated costs are specified.

Yes _____

No _____

Not Applicable _____

SUMMARY:

Items	Maximum Points Allowable	Points Assigned by Evaluator
1	10	
2	10	
3	10	
4	20	
5	20	
6	5	
7	5	
8	20	
9	None	
TOTAL	100	

COMMENTS:

Thus far the evaluation form has focused on specific criteria. Use your professional expertise and provide your judgement concerning the entire proposal.

What are the strengths of the proposal?

--What are the weakness of the proposal?

Additional Comments:

The overall rating for this proposal is:

Acceptable _________

*Acceptable if some revision is made _________

Unacceptable _________

*Indicates areas needing attention to be acceptable.

In terms of a rank ordering this proposal ranks number _________ out of the

_________ proposals read for phase _________.

____
Date

____
Signature of Evaluator

____
Department/Section

RFP EVALUATION SUMMARY

My ranks ordering of the _________ proposals read are the following:

PHASE I

Proposal Number	Rank
1	
2	
3	
4	
5	
6	

PHASE II

Proposal Number	Rank
1	
2	
3	
4	
5	
6	

PHASE III

Proposal Number	Rank
1	
2	
3	
4	
5	
6	

Date

Signature of Evaluator

Department/Section

SELECTING "TRAINERS OF CONSULTANTS" STAFF

I. Criteria

- a. Geographic representation
- b. July 11-15 priority of skill areas
- c. Participant attitude, training ability, field effectiveness, skill area expertise
- d. Male-female balance
- e. LEA verification
- f. Managerial judgement

II. Procedures

- a. Input by each team manager utilizing an instrument to assess Team staff in areas of: attitude, field effectiveness, training ability, and expertise in the skill areas
- b. Department manager utilized the data from (a) plus verification from LEA's and (b) observed behaviors of staff
- c. One person per team was identified with a balance between male and female
- d. Individuals were contacted
    1. Availability to serve
    2. Interest to participate
    3. Commitment

February, 1978

j

Dear j:

The LEA Services Department will be conducting supplementary training for the Program Service Team consultants as described in the attached materials. Several consultants have been identified to assist in training their colleagues.

We are asking you to assist us in verifying j strengths. j will be functioning as a trainer in Phase I. Since Phase I focuses on Entry-Negotiation, Problem Identification, Communication and etc., please indicate your assessment responses in the first four columns on the summary page. Please return this form to us at your earliest convenience. Your assistance in this project will be greatly appreciated.

If you have any questions about this process, please feel free to call us. We may be reached at 217/782-2927 or 217/782-7547.

Sincerely,

Carl Gasaway

Cliff Erwin
Staff Development Consultants
LEA Services Department

pc/4/1

LEA SERVICES DEPARTMENT

STAFF DEVELOPMENT INSERVICE
December 15 - 16, 1977

THURSDAY, DECEMBER 15

TIME	ACTIVITY	PRESENTER	LOCATION
1:00 - 1:15	Introduction	Joseph M. Cronin State Superintendent	Auditoriums B, C, and D
1:15 - 2:30	School Approval Update (S.B.E. I)	Enno Lietz	Auditoriums B, C, and D
2:30 - 2:40	Consulting/Linkage Skills Training Update	Bud Grossner	Auditoriums B, C, and D
2:40 - 3:00	Break		
3:00 - 4:30	SPECIAL STAFF MEETINGS		
	Title I		Room 3, Fifth Floor
	Title IV		Auditorium C
	Title IX		Auditorium D
	Program Planning and Development		
	-Curricular Services		Room 5, Fifth Floor
	-Responsibility Education		Room 1, Fifth Floor
	-Health/Safety/Physical Education		Conference Room, Fourth Fl. SW
	Specialized Educational Services		
	-Gifted		Auditorium B
	-Pupil Personnel Services		Auditorium B
	-Special Education		Auditorium B
	Illinois Problems Index		Room 7, Fifth Floor
	Illinois Resource and Dissemination Network		MaRC, Fourth Floor

FRIDAY, DECEMBER 16

TIME	ACTIVITY	PRESENTER	LOCATION
8:30 - 8:45	Coffee and Interaction		Auditoriums B, C, and D
8:45 - 9:25	Adaptive P.E. Programs (P.L. 94-142)	George Gerstle	Auditorium B
	Assessment Techniques	Anzo Mononi	Auditorium C
	Title IV Diffusion Network Evaluation	Mike Plog	Auditorium D
9:25 - 9:30	Transition Time		
9:30 - 10:10	Adaptive P.E. Programs (P.L. 94-142)	George Gerstle	Auditorium B
	Assessment Techniques	Anzo Mononi	Auditorium C
	Title IV Diffusion Network Evaluation	Mike Plog	Auditorium D
10:10 - 10:30	Break		
10:30 - 11:10	Non-public School Approval	Roy McDermott	Auditorium B
	E.C.C.M.C. Public Films	Becky Douglass/ Jack Williams	Auditorium C
	Title I, 89-313, Handicapped Evaluation	Marcia Sailsbury	Auditorium D
11:10 - 11:15	Transition Time		
11:15 - 11:55	Non-public School Approval	Roy McDermott	Auditorium B
	E.C.C.M.C. Public Films	Becky Douglass/ Jack Williams	Auditorium C
	Title I, 89-313, Handicapped Evaluation	Marcia Sailsbury	Auditorium D
11:55 - 12:00	Transition Time		
12:00 - 12:10	Wrap-up		Auditoriums B, C, and D

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STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

January 24, 1978

Dear Program Services Team Member:

The purpose of this letter is to update you on the status of the follow-up training to the Consulting/Linkage Skills Awareness Session held last July at the Forum 30. Dr. Lou Rubin of the University of Illinois has been awarded a contract to conduct this training. He will direct an orientation session at the February 14-15, 1978, Inservice to provide you with more detailed information.

A team of trainers has been identified to conduct Phase I of the training (Entry/Negotiation and Problem Identification). They will receive their training on February 1-3, and provide training for the rest of the Department at the March 14-16, Inservice Session. I am now in the process of selecting other staff to serve as "Trainers of Consultants" for Phase II (Problem Solution/Planning/Decision-making/Power and Influence) to conduct training in April. Staff members are also being selected to provide the Phase III training (Implementation/Evaluation) in May.

If you have questions between now and the February Inservice, please feel free to contact me.

Sincerely,

Bud

E. L. "Bud" Grossner
Manager
LEA Services Department

BG:bb

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Mt. Vernon, Illinois 62864

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815/753-0261

3 Henson Place
Champaign, Illinois 61820
217/333-6770

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

February 22, 1978

Dear LEA Services Department Staff Member:

During the February Inservice, I had planned to make a few remarks preceding Lou Rubin's overview of the upcoming Consulting/Linkage Skills Training. Since the Inservice had to be canceled, I am communicating my ideas to you through this letter. In addition, a tape is being sent to each team containing comments from Lou that he planned to make at the Inservice.

The Phase I Training Session will be a followup to the Awareness Session conducted last summer at the Forum 30. It will focus on the skill areas of Entry - Negotiation and Problem Identification. These areas were identified as a result of analyzing the data you provided to Cliff and Carl at the end of the Awareness Session indicating your needs for further skill development. The areas of communication, diagnosis, and group facilitation will also be addressed to a lesser degree during the first phase.

We are utilizing a "Trainer of Consultants" approach with this training so that we can begin to build our internal (departmental) training resources. Lou has provided training for seven LEA Services Department staff who will provide you with training on March 15-16, 1978. This will follow the regular afternoon content inservice on Tuesday, March 14. These staff members are Ken Brooks, Dean Flanders, Virginia Giddens, Mary Ellen Martin, Wendell Meeks, Cecelia Muckelroy, and Peggy Phee.

The March 15-16 Training Session provides you with an opportunity for professional growth and development in your role as Program Services Team Consultants. The training is based on the realization that you are already practicing many of these skills in a highly effective manner and provides an arena where these skills can be more finely "tuned" and/or shared with your peers. Your assistance in creating an environment where all staff members can learn will be greatly appreciated.

The success of this first phase of training, as well as the success of Phase II and Phase II, will depend on your cooperation. As I have indicated previously, I will be contacting other staff members to plan and facilitate

Phase II and Phase III. Again, the same opportunities for growth and development will be available and the same criteria for success will be operative during these phases.

As a final note, I want to mention that the National Institute of Education is extremely interested in our staff development activities. They have indicated that the outcomes of our efforts here in Illinois have implications for their own planning and work with other State Departments of Education.

Thank you for the cooperation I know you will provide. I am looking forward to the success of our efforts.

Sincerely,

Bud Grossner

E. L. "Bud" Grossner
Manager
LEA Services Department

BG:bb

SECTION IV

CONSULTING/LINKAGE SKILLS TRAINING--PHASE I:

Agenda for Developing Consultant Skills for Problem Identification--Dr. Louis Rubin, Trainer (University of Illinois)

Planning Sessions with "Trainers of Consultants" Staff--Carl Gasaway and Cliff Erwin (IOE Staff Development Consultants)

Staff Development/Inservice Agenda, March 14-16, 1978

Training Agendas

Activities, Vignettes, Simulations

On-site Evaluation Form--Phase I Training

IOE Training Project

Agenda - Phase I February 1-3, 1978

Developing Consultant Skills For Problem Identification

Wednesday - February 1

10:00 a.m.

1. Objectives of the Training Project
2. Mission: Phase I
3. Training Format

10:30 Coffee

11:00 Pitfalls in Problem-Identification

Bad Situations

- a. Problem-Symptoms and Problem-Causes
- b. Contradictatory Expectations
- c. Problem-Rejection
- d. Perceptual Blind Spots
- e. Mis-Identification
- f. Training Strategies

12:00 Lunch

1:00 Entry and Negotiation Skills

- a. Establishing Credibility and Trust
- b. Client-Centered Consulting
- c. Priority-Setting
- d. The Use of Trade-Offs
- e. Training Strategies

2:00 Utilizing the IPI

Coffee

3:00 Basic Communication Processes

3:30 Techniques of Problem Diagnosis

- a. Ascertaining weaknesses.
- b. Identifying cause and effect
- c. Verifying cause and effect
- d. Probing
- e. Communicating with decision-makers
- f. Detecting Red and Green Lights.
- g. Training Strategies

4:30 Adjournment

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Thursday - February 2

9:00 **Training Peer Consultants I**

- a. Organizing the training.
- b. Defining the training objectives.
- c. Demonstrating key skills.
- d. Choosing among alternative training methodologies.
- e. IPI referencing.

10:30 Coffee

10:45 **Training Peer Consultants II**

- a. Exploiting group resources.
- b. Means and ends in training.
- c. Reinforcement devices.
- d. Pacing strategies.

12:15 Lunch

1:30 **Training Peer Consultants III**

- a. Motivation devices.
- b. Setting and maintaining rapport
- c. Individualizing training

3:00 **Coffee**

3:30 **Team Interaction**

5:00 Adjournment

7:30 **Individual Planning of Training Programs**

Friday - February 3

9:00 **Training Peer Consultants IV**

- a. Acquiring a Bag of Training Tricks
- b. Evaluation Procedures
- c. Review of Individual Training Plans
- d. Follow-up Activities

12:00 **Adjournment**

THIS MATERIAL MAY BE REPRODUCED WITH THE [illegible]

PLANNING SESSIONS WITH "TRAINERS OF CONSULTANTS" STAFF

AGENDA

Follow-up

I. Purpose
Expectations, Concerns

II. Progress Reports

III. Sharing of Resources, Training Strategies

IV. Finalize Agenda

V. Grouping Participants

VI. Staff Assignments

VII. Training Needs
- Materials Reproduction
- Audio-Visual Equipment

VIII. Future Contacts

XI. Wrap-up

LOCAL EDUCATIONAL AGENCY SERVICES DEPARTMENT

STAFF DEVELOPMENT INSERVICE
March 14 - 16, 1978

TUESDAY, MARCH 14, 1978

TIME	ACTIVITY	PRESENTER	LOCATION
1:00 - 1:15	Administrative Update	Bud Grossner	Auditoriums B, C, and D
1:15 - 2:00	Arts in General Education: Overview of State Board Position and Future Direction	State Arts Advisory Committee/Curricular Services Staff	Auditoriums B, C, and D
2:00 - 2:45	Competency-based Testing: Overview of State Board Position	John Alford/ Tom Kerins	Auditoriums B, C, and D
2:45 - 3:00	Break		
3:00 - 4:30	SPECIAL STAFF MEETINGS		
	Title I		Room 3, Fifth Floor
	Title IV		Auditorium C
	Title IX		Auditorium D
	Program Planning and Development:		
	-Curricular Services		Room 5, Fifth Floor
	-Responsibility Education		Room 1, Fifth Floor
	-Health/Safety/Physical Education		Fourth Floor, SW
	Specialized Education Services:		
	-Gifted		Gifted Office
	-Pupil Personnel Services		Auditorium B
	-Special Education		Auditorium B
	Illinois Problems Index		Room 7, Fifth Floor
	Illinois Resource and Dissemination Network		MaRC, Fourth Floor

LOCAL EDUCATIONAL AGENCY SERVICES DEPARTMENT

CONSULTING/LINKAGE SKILLS TRAINING
March 15-16, 1978

WEDNESDAY, MARCH 15, 1978

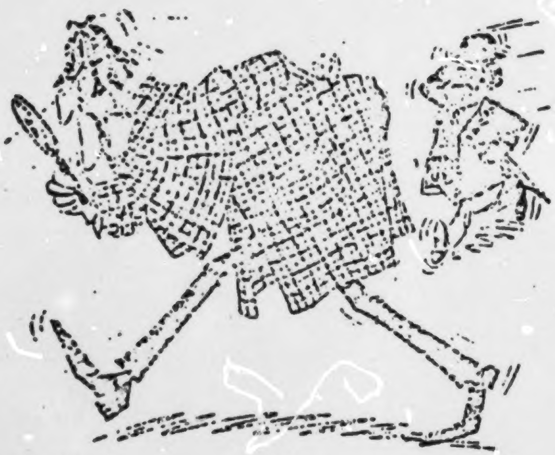
BROOKENS LIBRARY, SANGAMON STATE UNIVERSITY

TIME	ACTIVITY	LOCATION
8:30 - 8:45	Coffee and Interaction	Auditorium
8:45 - 9:15	Introduction; Overview, Expectations	Auditorium
9:15 - 9:25	Transition Time and Coffee	
9:25 - 12:00	Small Group Sessions	Rooms to be Assigned
12:00 - 1:30	LUNCH	
1:30 - 3:00	Small Group Sessions	
3:00 - 3:15	Break	
3:15 - 4:30	Small Group Sessions	

THURSDAY, MARCH 16, 1978

8:30 - 8:45	Coffee and Interaction	
8:45 - 11:00	Small Group Sessions	
11:00 - 11:15	Break	
11:15 - 12:00	Wrap-up and Evaluation	Auditorium

The big question



KEEP AN OPEN MIND!

PROBLEM
MAY WE HEL

TIRED OF THE SAME OLD TUNE

PST HIT PARADE

TOP HITS SELECTION PARTY

Sangamon State University   March 15-16, 1978

CATEGORIES AND NOMINATIONS

Entry

Call Me
Walk Right In
Who Can I Turn To
As Long As He Needs Me
Oh I Can't Sit Down
Fools Rush In

Problem Identification

Oh Dear, What Can the Matter Be
Ya' Got Trouble
Hurt So Bad
I'll Get By
Oh What It Seemed to Be
Fools Rush In
I'd Do Any Anything
It Aint Necessarily So
The Moment of Truth
Impossible Dream

Communication

Pick a Little, Talk a Little
In Other Words
What Kind of Fool Am I
Call Me Irresponsible
Girl Talk
Can't Take My Eyes Off of You

Negotiation

All or Nothing at All
I Can't Say No
Fools Rush In
Climb Ev'ry Mountain
All the Way
This is All I Ask
Goin' Out of My Mind

Diagnosis

How Deep is the Ocean
Try to Remember
I Got Plenty of Nothin'
How Little We Know
Dry Bones

Non-Directive Consultation

Nice 'n Easy
Try a Little Tenderness
Together
Spoonful of Sugar

Back Home Planning

The Moment of Truth
The Best is Yet to Come
I'll Get By
Withe

Miscellaneous

Getting to Know You
What's It All About, Ginny
Java
Spoonful of Sugar
I Can't Get Started
People
You Are My Sunshine

PST CONSULTANT TRAINING

PHASE I SMALL GROUP SESSIONS

Sangamon State University   March 15-16, 1978

AGENDA

Wednesday, March 15		Translation
9:25 a. m.	"Getting to Know You"	Get acquainted with others
9:45	"What's It All About, Ginny"	Overview, preview, objectiv
10:00	"In Other Words"	Communication skills
10:30	"Java"	Break
10:45	"Walk Right In"	Entry
	"All or Nothing At All"	Negotiation
11:45	"Try to Remember"	Review
12:00	"Pick a Little, Talk a Little"	Lunch
1:30 p. m.	"Oh Dear What Can the Matter Be"	Problem identification
	"How Little We Know"	Diagnosis
2:45	"Try a Little Tenderness"	Non-directive consultation
3:00	"Spoonful of Sugar"	Break
3:15	"Nice 'n Easy"	Non-directive consultation
4:15	"Try to Remember"	Review, assignment
4:30	"Sing"	Adjournment
Thursday, March 16		
8:45 a. m.	"I Can't Get Started"	Ease into the day
9:00	Selections from any Category	Group discussion on any top
10:00	"The Moment of Truth"	Action plan for back home
10:45	"Try to Remember"	Review
	"You Are My Sunshine"	Thank you
11:00	"Together"	Break and back to Auditoriu
12:00	"The Party's Over"	Adjournment

CONSULTING/LINKAGE SKILLS TRAINING

with Ken Brooks and Mary Ellen Martin

Wednesday, March 15, 1978

A. Entry Skills 9:25 - 12:00
   1. Entry gambits
   2. Establishing credibility and trust
   3. Entry as it relates to PST services

B. Techniques of Problem Diagnosis 1:30 - 4:30
   1. Probing
   2. Tentative identification of the problem
   3. Communicating with decision-makers
   4. Blocks to problem identification
      a. Problem: symptom or cause?
      b. Contradictory expectations
      c. District rejection of a problem
      d. Perceptual blind spot
      e. Misidentifying a problem

Thursday, March 16, 1978

C. Techniques of Negotiation 8:45 - 11:00
   1. Alternatives to "YES"
   2. Client-centered consulting
   3. Use of trade-offs
   4. Priority setting for yourself

ENTRY SKILL ACTIVITY

Situation A

A small or medium-sized district with 1 or 2 administrators who do not want PST assistance. The district feels things are just great the way they are, that it can handle things without IOE help.

Situation B

A large school district with may resources available to them. The district has experts in many fields and doesn't feel that IOE can offer them anything.

Situation C

A large school district where the PST has been working with administrators other than the superintendent and where the PST would like the superintendent to know what services are being provided.

Situation D

A medium-sized district where the PST has been working with the Assistant Superintendent and a new Assistant Superintendent is hired and does not desire PST assistance because of his ego but really could use some help.

Situation E

Design a situation with an entry problem for the group to respond to.

ENTRY SKILL ACTIVITY COMMENTS

Situation A

1. Suggesting other services.
2. Be in touch with other district people who will then request the service from the PST.
3. Request to visit programs in the districts.
4. HRS or IRS / IRDN.
5. Be aware of community/district events (newspapers).
6. Offer to take Superintendent to lunch.
7. Ask them how they can help you if they have good programs.
8. Ask to see their good programs.
9. Compile a packet for them on a topic of interest to them or IRDN ready-reference packet.
10. Making repeated calls.
11. Research IOE for information on the district to learn as much as you can.
12. Do a good job in surrounding districts so word-of-mouth can work for you.
13. Use of contractual funds for an inservice.
14. Hosting an activity and inviting the district.
15. CPR workshops - free (county Nurse).
16. Child Abuse topic
17. Inservice assessment device.

Situation B

1. Move past Superintendent to making contacts with their experts to use their expertise.
2. Letting experts know the services available to them.
3. HRS.
4. Letting word-of-mouth filter up to Superintendent.
5. District buys blank tapes for district to dub their own tapes.
6. IRDN.
7. Ask to attend their inservices/institutes for information.
8. Praise and compliment; offer support and ask to meet the experts.
9. Provide support for their experts so that their experts can provide their own institutes.
10. Look at each building separately rather than the large district as a whole.

Situation C

1. Summarize and report bi-monthly/monthly.
2. In casual contacts, mention services provided.
3. "Dear Superintendent" monthly letter.
4. Make point to see him at monthly meetings.

Situation D

1. Contact PST in region where administrator was located.
2. Try to establish personal/social link.
3. Try to learn as much as possible about the administrator.
4. Welcome letter to gain re-entry.
5. Working through Superintendent.
6. Be aware of ego and work around it; don't be threatening. Share some of his strengths.
7. PST could keep a low-profile and boost his ego.
8. Weigh priorities and be cautious if you have to go around the Assistant Superintendent.

Situation E

Superintendent wants and needs services but prefers to contact Springfield directly rather than go through PST (all the time).

Suggestions:
1. Springfield might refer them back to PST.
2. Tell them to go ahead and call.
3. Identify areas where communication can be maintained other than areas which can be answered over phone.

Situation E

Superintendent, Assistant Superintendent, and Board Member all trying to get the same information. Calling former PST and present PST.

Suggestions:
1. Get them all together and explain.
2. Exchange with other PST and suggest to work with present PST.
3. Don't get pulled into in-house problems.

Situation E

Regional Superintendent out to sabotage PST/IOE. PST tried to explain services and ended up negotiating with each district. Regional Superintendent send letter saying no services from PST.

Suggestions:
1. Attempt to give information any way.
2. Work with individual districts.

Situation E

Superintendent asked PST to write a letter of recommendation for another job. Had to have letter tomorrow to send with application, he said. Thus he'd get to screen it.

Suggestions:
1. Would write letter if no reservations.
2. Could use as a reference (phone).
3. Probably wanted to use IOE.
4. Would not give him the letter.

Two years left: re-entry problem?

Suggestions:
1. Attitude might change.
2. Work around him if necessary.
3. Inquire if he has found anything; suggest you as a reference.
4. Be honest; pose alternatives.
5. Make him aware of services you do provide which help him.

Situation E

First visit to Superintendent PST inserviced recently on Title IV. PST mentions Title IV guidelines. It is sitting on his desk covered up. Superintendent asked what ESEA stands for.

Suggestions:
1. Clarify further what book looks like.
2. Explain ESEA.
3. Go along with him just as if it were an oral exam.
4. Call his bluff (Risk involved).
5. PST could offer his copy to Superintendent.

NEGOTIATION ACTIVITY

Discuss the alternatives to "yes" in these situations.

Situation A

A regional superintendent asks you to devise an instrument to assess the countywide needs of teachers for fall inservices. It is February, and you are presently swamped.

Situation B

You begin working with a committee to review the district's language arts program. The committee is underway, and the meetings are becoming more and more frequent.

Situation C

You have a district which calls you very frequently for services. This district has just asked for a service, and you are swamped.

Situation D

You have a district which frequently calls you at the last minute for services. This district has just called you, and you are swamped.

Situation E

A district which rarely calls upon you for assistance has just called you and requested some assistance. You are swamped.

Situation F

Discuss a situation which you would like some assistance with in determining your alternatives to "yes".

NEGOTIATION ACTIVITY

The Game of Life

Object: Win as much as you can.

Procedure: There are 10 plays. On every play each group chooses either Y or X withou knowing what the other group has chosen and writes its choice on a slip of paper. All slips are handed to the control person, who tallies them and announces the results.

After plays 4, 6, and 10 there will be a brief discussion and negotiation session at which one representative from each group will be present. The representatives discuss whatever they wish to. This representative may change from session to session or may be the same person each time. The groups cannot offer comments while the representatives are meeting.

Form 5 groups of two each.

Payoff Possibilities:

choices	payoffs
--all choose X	--all lose $2
--four choose X	--X's win $2
one chooses Y	--Y loses $10
--three choose X	--X's win $4
two choose Y	--Y's lose $8
--two choose X	--X's win $8
--three choose Y	--Y's lose $4
--one chooses X	--X wins $10
--four choose Y	--Y's lose $2
--all choose Y	--all win $2

TEAM ....

SCORE CARD

Play	Check One		Payoff	
	X	Y	Won	Lost
1				
2				
3				
4				
* 5 +				
6				
* 7 ++				
8				
9				
* 10 +++				

TOTAL WON

TOTAL LOST

WON minus LOST

* These plays are preceded by a negotiation session.

+ The payoff doubles on this play.

++ The payoff triples.

+++ The payoff is multiplied by 10.

NEGOTIATION COMMENTS

Situation A

1. Conduct a search to obtain a listing of already developed instruments.
2. Contact other team members and other teams to get sample instruments.
3. Organize a committee of school representatives and have them develop their own.

Situation B

1. Your role should have been negotiated before all the meetings began.
2. During initial meetings look for potential leaders and encourage them to assume the leadership of the group.
3. Try to find other resource people to assist them and some of their meetings (PPD).

Situation C

1. Check for resources on own team.
2. Negotiate planning sessions with the district so notice of needs is given well in advance (discontinue crisis planning).
3. Send materials if appropriate.

Situation D

1. Same as for C.
2. Anticipate in advance when district planning will occur and make appointments to help them.
3. Discuss some common crisis situations at team meetings and develop alternative solutions to these.

Situation E

1. Channel to another team member if possible.
2. Handle by phone call if at all possible.
3. Review priorities and try to get it done. When personality conflicts arise you should dismiss them and get the services provided.

Situation F

Schools are in session and IOE Employees have a holiday. The district wants services on that day.

1. Be honest - tell them you have a holiday.
2. If you do not mind go ahead and work that day and take the holiday at another time.

PROBING ACTIVITY

One person be a district administrator. One person be a PST prober. Other members keep a running list of other ideas for probes as the situation develops.

Situation A

The high school teachers in this district are complaining that many students are poor readers. Set the framework of the type of district.

Situation B

A French teacher wants to use a new textbook series. The principal doesn't see anything wrong with the one being used. Set the framework of the type of district.

Situation C

The teachers are complaining about attending the teacher institute inservices. Set the framework of the type of district.

Situation D

Create a situation where you would like some assistence with probing.

PROBING ACTIVITY COMMENTS

Situation A

1. What evidence do you have to validate the problem?

   Resources?

   Finances?

   Time?

   Remedial Resources?

   Teachers per number of students for a caseload?

Situation B

2. Teaching techniques?

   Textbooks?

   Financial Conditions?

Situation C

3. Why is it that you are bored?

   Alternatives?

   Teachers choosing the topics?

   Survey to be given out to the faculty?

PROBING

(1) School Evaluation Report - would there be anything in curriculum area that we could help with?

(2) Share the follow-up visit information with the PST (e.g. Title I).

(3) Teacher Institute - ideas for working with the district.

(4) Needs assessment instrument as a probing device.

(5) Newspaper articles as information or basis for probes.

(6) Knowledge base of information to use with districts / knowing more about the topic.

(7) What have been some of your bad experiences?

(8) Let the client ventilate his feelings and emotions before moving ahead to the problem.

(9) Be sensitive to the situation and the needs.

Follow-Up Activity

1. Take on a new problem.
2. Describe the process and your reactions according to each phase of the training.
3. One page or less per phase is sufficient.

Phase I: Entry/Negotiation/Problem Identification.

Phase II: Alternative Solutions/Solution Decided Upon.

Phase III: Implementation of Solution/Evaluation.

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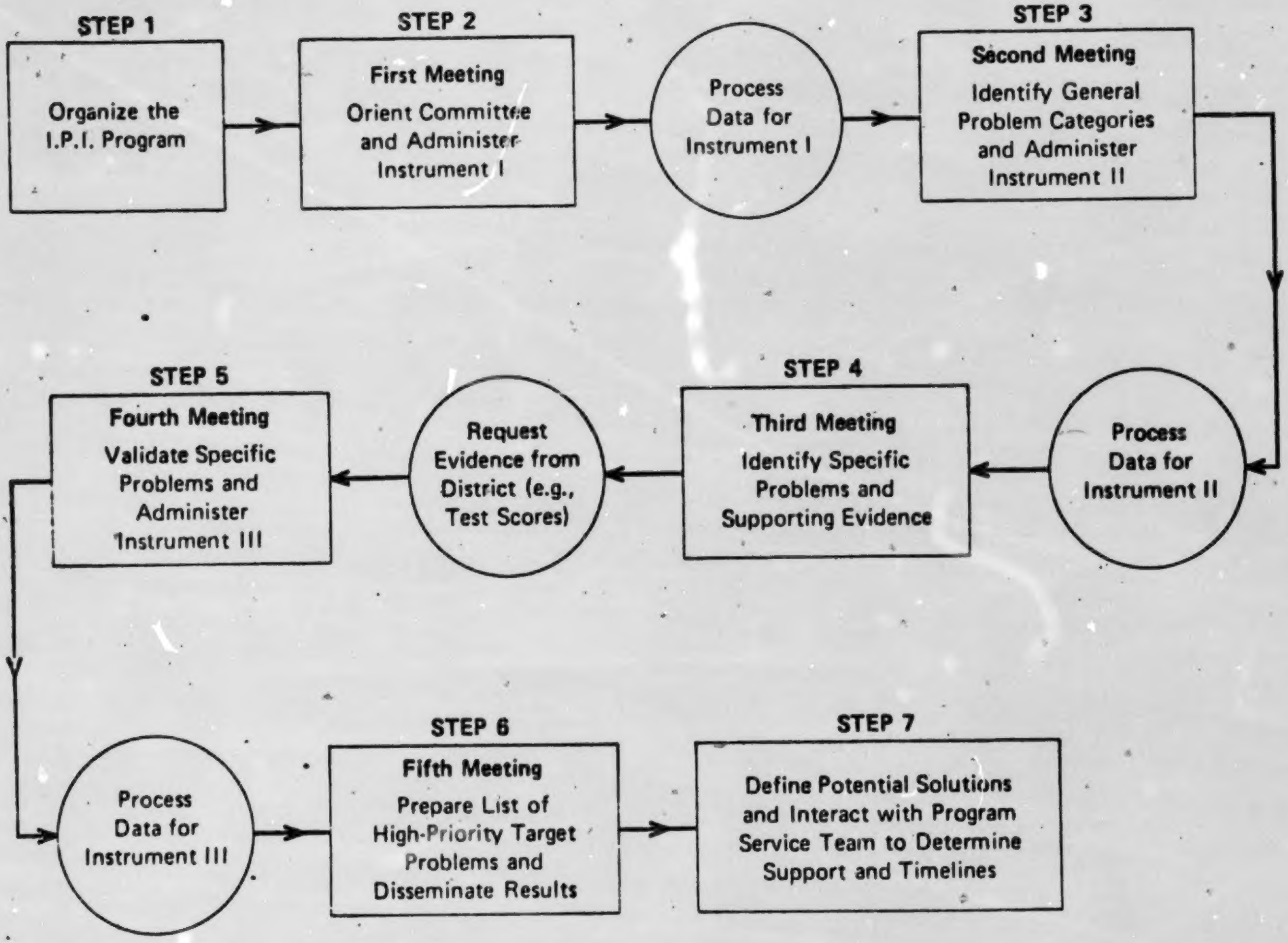
IPI ACTIVITY

Consulting/Linkage Skills	Steps:	1	2	3	4	5	6	7
--Entry/Negotiation								
--Problem Identification								
--Communication								
--Group Facilitation								
--Diagnosis								
--Planning and Design								
--Problem Solution								
--Decision-making								
--Resource Utilization								
--Conflict Management								
--Power and Influence								
--Implementation								
--Evaluation								

THE ILLINOIS PROBLEMS INDEX – THE PROCESS


STEP 1
Organize the I.P.I. Program
STEP 2
First Meeting
Orient Committee and Administer Instrument I
Process Data for Instrument I
STEP 3
Second Meeting
Identify General Problem Categories and Administer Instrument II
Process Data for Instrument II
STEP 4
Third Meeting
Identify Specific Problems and Supporting Evidence
Request Evidence from District (e.g., Test Scores)
STEP 5
Fourth Meeting
Validate Specific Problems and Administer Instrument III
Process Data for Instrument III
STEP 6
Fifth Meeting
Prepare List of High-Priority Target Problems and Disseminate Results
STEP 7
Define Potential Solutions and Interact with Program Service Team to Determine Support and Timelines

DEAN'S GROUP
340

Situation

A high school principal believes several of his teachers, including the girls' PE teacher, the Driver Education teacher, and the General Math teachers are so inept at dealing with personal problems of students that they are hurting kids. He asks a Program Services Consultant to provide four ½ day workshops for his entire staff (60) in Classroom Guidance to solve the problem. He does not share his hidden agenda with the consultant, and he does not inform his staff of the topic for the workshop or check to see if they have a felt need for inservice in any area.

Entry Problem

Identify the group or groups with which the consultant needs to meet.

Identify strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating them.

Identify strategies for evaluating the consultant's effectiveness.

Situation

A geographically large Special Education Cooperative sees 94-142 as a vehical for increasing their staff by 30%. The new people are needed to write the IEPs. The LEAs in this area are already suffering extreme financial distress except for the administrative district for the cooperative. The consultant is aware of cheaper, quicker, and possibly better ways to deal with the IEPs. This would free up 94-142 funds for legal and proper uses which might be better for the children, the districts, and possibly even the cooperative. The cooperative director has his districts believing they may not consult with anyone on special education except himself.

Entry Problem

Identify the group or groups with which the consultant needs to meet.

Identify strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating them.

Identify strategies for evaluating the consultant's effectiveness.

Situation

The school psychologist in a district has identified five LD students at the elementary level. She is sure that an honest look would turn up even more. The district does not have an LD program at this level. Staff has been cut three years in a row and the school board has voted to not start an LD program at this time.

Entry Problem

Identify the individuals and/or groups with which the consultant should meet.

Identify strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating them.

Situation

A district needs a clear policy statement in writing from the Department of Specialized Services, Illinois Office of Education. This district has sought earnestly to meet the transportation needs of a special education child. They provide a bus to the lane some fifty yards from the farm house. The bus cannot navigate the lane or turn around in the farm yard. The parents are insisting the child, in her wheel chair, be picked up at the house by the school. The Department of Specialized Services has given several "beat about the bush" verbal comments to the district but no real answer and nothing in writing.

Entry Problem

Identify the individuals and/or groups with whom the consultant must meet.

Identify strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating the situation.

Situation

A consolidated district is experiencing erratically declining enrollment. One result is that the first grade in one school has sixteen students and the first grade in another school has 33 students. The parents in each community have deep feelings about busing their children to the other communities in the district. The district voted for an increase in the levy just before a massive increase in the assessed evaluation. The result is that the district will lose so much state aid that they must cut staff and programs. The superintendent called the Program Services Team consultant and said, "Help".

Entry Problem

Identify the groups with whom the consultant must meet.

Idenfity strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating them.

Situation

Assistant superintendent in a relatively small district believes the junior high should become a middle school. The teachers teach courses rather than kids. The English teachers spend nearly a semester on diagraming sentences. The principal is highly opinionated and likes things the way they are. A building program in progress will add space to the high school, add three new, but smaller, elementary schools. The assistant superintendent believes this will provide the opportunity to make the shift.

Entry Problem

Identify the group or groups the consultant needs to meet.

Identify strategies for facilitating the situation.

Identify potential problems and strategies for avoiding or alleviating them.

Identify strategies for evaluating the consultant's effectiveness.

UNIVERSITY OF ILLINOIS

CONSULTANT TRAINING PROJECT

ON-SITE EVALUATION

While the only real test of a skill-development training program lies in assessments taken after the skills have been put to use, it is often helpful to obtain reactions to the training activities themselves. Would you, therefore, please complete the short inventory which follows:

In the items that follow, please circle the appropriate number. The statements should be rated on a ten-point scale in which 1 represents the lowest degree of agreement and 10 the highest.

1. The training activities were well organized.

   1 2 3 4 5 6 7 8 9 10

2. The program was useful in that it demonstrated workable methods of problem identification.

   1 2 3 4 5 6 7 8 9 10

3. In general, the training leader seemed to be unusually adept at problem identification procedures.

   1 2 3 4 5 6 7 8 9 10

4. The training leader was effective in communicating practical techniques and in suggesting ways of circumventing obstacles.

   1 2 3 4 5 6 7 8 9 10

5. The program demonstrated that state department consultants can share and exchange usable problem identification devices.

   1 2 3 4 5 6 7 8 9 10

6. To the extent that the program was beneficial, the greatest value stemmed from group rather than leader contributions.

1 2 3 4 5 6 7 8 9 10

7. Although many of the procedures described were interesting, relatively few were applicable to my own situation.

1 2 3 4 5 6 7 8 9 10

8. Practicing consultants tend to make better professional trainers than academicians.

1 2 3 4 5 6 7 8 9 10

9. Success as a consultant depends less on method and technique than upon basic intelligence.

1 2 3 4 5 6 7 8 9 10

10. The effectiveness of a training leader is affected by interpersonal skills more than by real-world experience.

1 2 3 4 5 6 7 8 9 10

11. The training was helpful in suggesting alternative approaches to entry-negotiation processes.

1 2 3 4 5 6 7 8 9 10

12. The program leaders were successful in exploiting the knowledge of group members with respect to the negotiation of school improvement tactics.

1 2 3 4 5 6 7 8 9 10

13. The group discussions were not particularly helpful in clarifying the relationship between entry-negotiation and problem identification.

1 2 3 4 5 6 7 8 9 10

14. Entry-negotiation skills seem far more complicated than problem identification skills.

1 2 3 4 5 6 7 8 9 10

Please complete the following in a few brief sentences.

15. The greatest strengths of the training program were:

16. The greatest weaknesses of the training program were:

Please score the following statements as True or False.

17. Great consultants are made in heaven rather than in universities and state educational agencies. T F

18. Satisfying client expectation, in consulting, is more important than advocating personal beliefs. T F

19. The facilitation of constructive change, through the involvement of experts, is more advantageous than assuming personal responsibility for initiating innovations. T F

20. Client satisfaction is the best test of a consultant's skill. T F

21. Within state agency policy, considerable personal autonomy is possible. T F

22. Leadership is an acquired art. T F

23. The differences between expert and less-expert consultants are largely intangible: they cannot, in short, be readily identified. T F

24. Consulting skills can be improved through conscious self-directed effort. T F

SECTION V

CONSULTING/LINKAGE SKILLS TRAINING--PHASE II:

Agenda for Developing Consultant Skills for Selecting from Alternative Problem Solutions--Dr. Louis Rubin, Trainer (University of Illinois)

Planning Sessions with "Trainers of Consultants" Staff--Carl Gasaway and Cliff Erwin (IOE Staff Development Consultants)

Staff Development/Inservice Agenda, April 11-13, 1978

Training Agenda

Goals and Trainer Checklist

Activities, Vignettes, Simulations

On-site Evaluation Form--Phase II Training

IOE Consultant Training Project

Agenda - Phase II March 21-23, 1978

Developing Consultant Skills For Selecting From Alternative Problem Solutions

Tuesday - March 21

10:00 a.m.

1. Objectives of The Training Project
2. Mission: Phase II
3. Training Format

10:30 Coffee

11:00 Principles of Conflict Resolution

- a. Cause and Effect
- b. Identifying Points of Dispute
- c. Searching for Double-Win Solutions
- d. Exploring Compromise Solutions
- e. Negotiation

12:00 Lunch

1:30 Creative Problem Solutions

- a. Common and Uncommon Tactics
- b. Comparing Advantages and Disadvantages
- c. Cost-Benefit Projections
- d. Borrowing Solutions
- e. Inventing Solutions

3:00 Coffee

3:30 Solution-Determination

- a. Anticipating Unanticipated Side-Effects
- b. Identifying Client Concerns
- c. Trade-Offs in Solution Determination
- d. "Selling" Optional Solutions

4:30 Adjournment

Wednesday - March 22

9:00 Pitfalls In Problem Solving

a. Faculty Diagnosis
b. Unexplored Alternatives
c. Premature Closure
d. Errors in Approach
e. Real and Imagined Barriers
f. The Limits of Rationality

10:30 Coffee

11:00 Training Peer Consultants I

a. Exploiting Group Resources.
b. Means and Ends In Training.
c. Reinforcement Devices.
d. Pacing Strategies.

12:00 Lunch

1:30 Training Peer Consultants II

a. Motivation Devices.
b. Setting and Maintaining Rapport
c. Individualizing Training

3:00 Coffee

3:30 Team Interaction

5:00 Adjournment

7:30 Individual Planning of Training Programs

Thursday - March 23

9:00 Training Peer Consultants III

a. Organizing the Training.
b. Defining the Training Objectives.
c. Demonstrating Key Skills.
d. Choosing Among Alternative Training
    Methodologies.
e. IPI Referencing.

10:00 Training Peer Consultants IV

a. Acquiring a Bag of Training Tricks.
b. Evaluation Procedures.
c. Review of Individual Training Plans.
d. Follow-up Activities.

11:00 The Use of Simulation in Decision-Making

12:00 Summary and Future Plans

12:30 Adjournment

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PLANNING SESSIONS WITH "TRAINERS OF CONSULTANTS" STAFF

AGENDA

Follow-up

I. Purpose
   Expectations, Concerns

II. Progress Reports

III. Sharing of Resources, Training Strategies

IV. Finalize Agenda

V. Grouping Participants

VI. Staff Assignments

VII. Training Needs
   - Materials Reproduction
   - Audio-Visual Equipment

VIII. Future Contacts

XI. Wrap-up

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DEPARTMENT OF LOCAL EDUCATIONAL AGENCY SERVICES

STAFF DEVELOPMENT INSERVICE
April 11 - 13, 1978

TUESDAY, APRIL 11, 1978

TIME	ACTIVITY	PRESENTER	LOCATION
1:00 - 1:15	Introduction	Carl Gasaway/Cliff Erwin	Auditorium C
1:15 - 2:00	School Finance--Areas of Concern to District Superintendents	Dr. Calvin Jackson, Supt. Fairbury-Cropsey C.U.S.D. 3	Auditorium B
	School Law--Areas of Concern to LEAs	Dr. Dave Franklin Sangamon State University/ Dave Smith IOE Legal Department	Auditorium C
	Rap Session with Management	To be announced	Auditorium D
2:00 - 2:45	All of the above sessions will be repeated in the rooms indicated.		
2:45 - 3:00	Break		
3:00 - 4:30	SPECIAL STAFF MEETINGS		
	Title I		Room 3, Fifth Floor
	Title IV		Auditorium C
	Title IX		Auditorium D
	Program Planning and Development:		
	-Curricular Services		Room 5, Fifth Floor
	-Responsibility Education		Room 1, Fifth Floor
	-Health/Safety/Physical Education		Fourth Floor, SW
	Specialized Education Services:		
	-Gifted		Gifted Office
	-Pupil Personnel Services		Auditorium B
	-Special Education		Auditorium B
	Illinois Problems Index		Room 7, Fifth Floor
	Illinois Resource and Dissemination Network		MaRC, Fourth Floor

DEPARTMENT OF LOCAL EDUCATIONAL AGENCY SERVICES

CONSULTING/LINKAGE SKILLS TRAINING
April 12 - 13, 1978

WEDNESDAY, APRIL 12, 1978

BROOKENS LIBRARY, SANGAMON STATE UNIVERSITY

TIME	ACTIVITY	LOCATION
8:15 - 8:30	Coffee and Interaction	Auditorium
8:30 - 9:30	Introduction: Overview, Expectations (Bud Grossner--Lou Rubin)	Auditorium
9:30 - 9:45	Transition Time and Coffee	
9:45 - 12:00	Small Group Sessions	Rooms to be Announced
12:00 - 1:30	LUNCH	
1:30 - 3:00	Small Group Sessions	Rooms to be Announced
3:00 - 3:15	Break	
3:15 - 4:30	Small Group Sessions	Rooms to be Announced

THURSDAY, APRIL 13, 1978

TIME	ACTIVITY	LOCATION
8:15 - 8:30	Coffee and Interaction	Third Level
8:30 - 12:00	Small Group Sessions	Rooms to be Announced

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SECTION V

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Training Agenda

Goals and Trainer Checklist

Activities, Vignettes, Simulations

On-site Evaluation Form--Phase II Training

CONFLICT RESOLUTION/PROBLEM SOLVING/POWER AND INFLUENCE

Wednesday, April 12

9:45-12:00 Principles of Conflict Resolution

- a. Cause and Effect
- b. Identifying Points of Dispute
- c. Searching for Double-Win Solutions
- d. Exploring Compromise Solutions
- e. Negotiation

12:00-1:30 Lunch

1:30-3:00 Creative Problem Solutions

- a. Common and Uncommon Tactics
- b. Comparing Advantages and Disadvantages
- c. Cost-Benefit Projections
- d. Borrowing Solutions
- e. Inventing Solutions

3:00-3:15 Break

3:15-4:30 Solution Determination

- a. Anticipating Unanticipated Side Effects
- b. Identifying Client Concerns
- c. Trade-offs in Solution Determination
- d. "Selling" Optional Solutions

Pitfalls in Problem Solving

- a. Faulty Diagnosis
- b. Unexplored Alternatives
- c. Premature Closure
- d. Errors in Approach
- e. Real and Imagined Barriers
- f. The Limits of Rationality

Thursday, April 13

8:30-10:00 Power and Influence

- a. Bases of Power
- b. Indicators of Influence
- c. Interpersonal Influence
- d. Strategies for Power and Influence

10:00-10:15 Break

10:15-12:00 Skills Techniques

- a. Problem Assignment
- b. IPI
- c. Summary
- d. Suggestions for Phase III
- e. Evaluation

[illegible]

GOALS AND OBJECTIVES

1. Group members will identify various skills which can be used in conflict resolution, problem solving and power and influence.
2. Facilitator will present knowledge of principles of conflict resolution, problem solving and power and influence.
3. Group members will share field ideas and experiences which relate to the topics of the inservice.
4. Group members will have a successful and useful experience. They will learn at least one new trick they can use.
5. Group members will transfer and utilize information presented in their own situation "back home".
6. Group facilitator will experience success and management will realize that peers can train peers.

Checklist of content and activities

_____	Introduction Overview Ice Breaker activity	
	Conflict:	
_____	Cause and effect Identify points of dispute Double win solutions	Videotape of "Parent Crunch" Group discussion
_____	Compromise solutions	Fantasy conflict/Case Studies
_____	Negotiations	Group share 2 good techniques
	Problem Solving:	
_____	Assessment of present skills (pitfalls)	Simulation: Mipps and lutts
_____	Common and uncommon tactics Comparing adv. and disadv. Cost Benefit projections Anticipating unanticipated side effects Identifying client concerns Trade-offs Selling optional solutions	Use skills from first train Virginia and I will be sch district and group will identify problem. Then div in half and do FFA. Discuss and share.
_____	Inventing solutions	Case Studies
_____	Borrowing solutions	Group discussion and share
_____	Pitfalls of problem solving	Problem analysis [illegible]
_____	Power and influence	
_____	Summary	Problem assignment and transparenc

COMPROMISE SOLUTIONS TO CONFLICT

You have been requested by the Title I director of a high school district to assist them with their Title I project. They have documented data which demonstrates a need for a remedial program for math. They already have a Title I reading program. You are made aware by the administration that they would like to dismiss the Title I reading teacher who is on tenure. All staff members are aware of the PST services because you spoke to the teachers at their annual Fall Institute.

You receive a letter from the Title I reading teacher requesting a conference with you in order to inform you of the ways in which the Title I director violated the rules and regulations. The Title I director is also the Assistant Principal. The letter further states that he (the Title I teacher) would like an answer in writing to the following questions:

1. How can the district keep me from attending conferences or meetings to improve my skills?
2. How can the district refuse to budget for teacher inservice?
3. Why did the state approve a Title I project with no provisions for staff development (inservice)?

The PST consultant is called to a district by the chairman of the math committee. The committee has been formed by the superintendent and consists of math teachers from the high school, junior high and elementary schools. The task assigned to the committee is to develop an articulated math curriculum from grades one through six. The committee met once and assigned tasks to individual members and developed a plan as to how they should proceed.

You attend the second meeting. At this meeting you discover that the junior high teacher has prepared a multitude of materials, but instead of following the plan outlined by the committee. He developed the plan using directions given to him by his principal. The principal's assistance was unsolicited by the junior high teacher or other members of the committee.

Some Steps in Conflict Resolution

1. Specify and clarify the differences.
    - A. What are the issues specifically. On what do you disagree.
    - B. The other person must hear the differences.
2. Insure that mutual motivation exists.
    - A. Check to make sure that you and the other person both desire resolution.
    - B. If the motive for the disagreement is to put the other down, to maintain distance, or to remain angry--resolution is unlikely.
3. Resolution will require new behavior by both parties. It must be specified:
    - A. What you need from the other and vice versa.
    - B. What you are willing to change.
4. Specify the temporary decisions which can be agreed upon now.
5. Set a time when the agreements will be reviewed for needed modifications.
6. Evaluate which portions of the original issue
    - A. You dealt with.
    - B. Which you didn't.
    - C. When you will return to the issue for completion.

The Negotiation Process

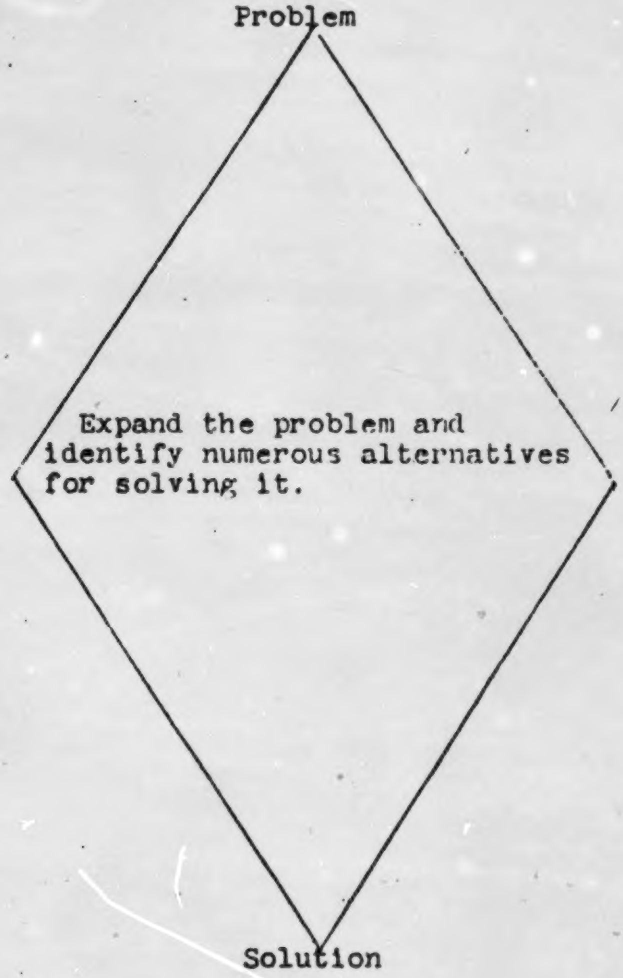
A. Yourself

1. What do you need or wish from the other person?
2. How important to you is the resolution?
3. What do you have to gain?
4. What do you have to lose?
5. What are your limits (emotional, ethical, physical, etc.)?
6. What are you willing to concede?
7. What to you would be a reasonable-acceptable outcome?

B. The other person(s)

1. What do you think is the need, want, desire of the other person?
2. What can you do to confirm your guesses about the other person?
3. How important to them is resolution?
4. What do you think they have to gain?
5. What do you think they have to lose?
6. What do you think are their limits?
7. How much do you think they are willing to concede?
8. What do you think would be a reasonable-acceptable outcome for them?

PROBLEM SOLVING PROCESS



Expand the problem and identify numerous alternatives for solving it.

1. Identify the problem and determine that it really exists.
2. Verify the problem symptoms and causes - redefine and refine the problem statement so you are on target.
3. Look at all the forces which affect the problem - identify the promoting forces and blocking forces.
4. Generate a variety of solutions which will remove the blockin forces and enhance the promoting forces.
5. Select a solution which best solves the problem.

REASONS WHY PEOPLE HAVE DIFFICULTY IDENTIFYING THEIR PROBLEM:

1. Fear consequences of solving the problem.
2. Fear of appearing dumb.
3. Fear of revealing personal inadequacy.
4. Fear of being rejected.
5. Fear of losing control.
6. Fear of having to take action.
7. Fear of facing up to a bad, prior decision.
8. Fear of losing excuses for not doing job.
9. Anger that someone won't take action.

In any situation where a problem arises there are three ways in which to deal with it:

-Solve it

-Stall

-Escape

} to be used when the cost(s) of solving the problem are not worth the benefits derrived.

STALLING DEVICES:

1. "We have that problem under advisement and will let you know the outcome"
2. Appoint a committee to study the situation.
3. Benign neglect - do nothing unless the person presses for an answer or solution.

ESCAPE MECHANISMS:

1. "IOE policy does not permit me to address those types of concerns."
2. Refer the person to the appropriate section of the agency or to another school district with a similar problem.
3. Call in an outside resource person to handle the situation.

Creative Problem Solutions

The ESR in your area has expressed his dislike for the Program Services concept. He feels threatened by you because he feels that PST's have usurped some of his power. He does not dislike you as a person and has told you privately that he thinks you do a great job in the field. But, whenever he communicates with district superintendents and IOE managers he clearly expresses his dislike for the Program Service Team and suggests that the whole idea be abolished. You would like to find a way to work with him and continue to do a good job.

The Program Service Team member has promised that IOE would pay a $75.00 stipend for an outside consultant. The district has agreed to pay for the consultant's travel, meals, and lodging.

The program has been printed, facility secured, and release time for teachers scheduled. Two weeks prior to the meeting, the PST consultant finds the IOE forms, along with the speaker's resume required to encumber the monies, under a pile of papers on his desk. IOE policy requires these forms 30 days prior to service.

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PROBLEM SOLVING ANALYSIS

A superintendent calls you and asks if you can meet with him/her, the district curriculum director and two of the building principals. Upon arriving at the meeting the superintendent tells you that they would like to arrange some inservice for all administrative personnel in the district. This is the first meeting of the group and the dialogue goes something like this:

Superintendent: We've been talking about the idea of a workshop for the administrators of the district and thought you might be able to help us.

PST Consultant: I would be happy to assist you. What do you have in mind?

Curr. director: We heard that you helped District 120 with their inservice on student rights, responsibilities and discipline. That's a topic which always generates a lot of interest. The superintendent from #120 seemed pleased with what you did for him so we thought we would try it.

Principal: That's right. Can you line up some good, interesting presentors for us?

PST Consultant: I will contact some of the resource people that I've used in the past, particularly the ones that conducted the workshop in District 120.

Principal: That would be great! Let's have this after school's out so everyone will be there and not have their minds preoccupied with end of the year activities.

Superintendent: How about the third week in June, either the 20th of the 21st?

The conversation continues and plans are made to provide the inservice.

Using the problem solving skills we've discussed, analyze this situation and make changes that would improve the interaction. State what happened that was incorrect and then state how you would change the meeting.

ENTRY SKILL ACTIVITY

Situation A

A small or medium-sized district with 1 or 2 administrators who do not want PST assistance. The district feels things are just great the way they are, that it can handle things without IOE help.

Situation B

A large school district with many resources available to them. The district has experts in many fields and doesn't feel that IOE can offer them anything.

Situation C

A large school district where the PST has been working with administrators other than the superintendent and where the PST would like the superintendent to know what services are being provided.

Situation D

A medium-sized district where the PST has been working with the Assistant Superintendent and a new Assistant Superintendent is hired and does not desire PST assistance because of his ego but really could use some help.

Situation E

Design a situation with an entry problem for the group to respond to.

PROBING ACTIVITY

One person be a district administrator. One person be a PST prober. Other members keep a running list of other ideas for probes as the situation developes.

Situation A

The high school teachers in this district are complaining that many students are poor readers. Set the framework of the type of district.

Situation B

A French teacher wants to use a new textbook series. The principal doesn't see anything wrong with the one being used. Set the framework of the type of district.

Situation C

The teachers are complaining about attending the teacher institute inservices. Set the framework of the type of district.

Situation D

Create a situation where you would like some assistance with probing.

PROBLEM SOLVING ANALYSIS

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ON-SITE EVALUATION

While the only real test of a skill-development training program lies in assessments taken after the skills have been put to use, it is often helpful to obtain reactions to the training activities themselves. Would you, therefore, please complete the short inventory which follows:

In the items that follow, please circle the appropriate number. The statements should be rated on a ten-point scale in which 1 represents the lowest degree of agreement and 10 the highest.

1. The training activities were well organized.

   1 2 3 4 5 6 7 8 9 10

2. The program was useful in that it demonstrated workable methods of problem and conflict resolution.

   1 2 3 4 5 6 7 8 9 10

3. In general, the training leader seemed to be unusually adept at problem resolution procedures.

   1 2 3 4 5 6 7 8 9 10

4. The training leader was effective in communicating practical techniques and in suggesting ways of circumventing obstacles.

   1 2 3 4 5 6 7 8 9 10

5. The program demonstrated that state department consultants can share and exchange usable problem resolution devices.

   1 2 3 4 5 6 7 8 9 10

6. To the extent that the program was beneficial, the greatest value stemmed from group rather than leader contributions.

1 2 3 4 5 6 7 8 9 10

7. Although many of the procedures described were interesting, relatively few were applicable to my own situation.

1 2 3 4 5 6 7 8 9 10

8. Practicing consultants tend to make better professional trainers than academicians.

1 2 3 4 5 6 7 8 9 10

9. Success as a consultant depends less on method and technique than upon basic intelligence.

1 2 3 4 5 6 7 8 9 10

10. The effectiveness of a training leader is affected by interpersonal skills more than by real-world experience.

1 2 3 4 5 6 7 8 9 10

11. The training was helpful in suggesting alternative approaches to problem resolution processes.

1 2 3 4 5 6 7 8 9 10

12. The program leaders were successful in exploiting the knowledge of group members with respect to conflict management.

1 2 3 4 5 6 7 8 9 10

13. The group discussions were not particularly helpful in clarifying the relationship between entry-negotiation and problem resolution.

1 2 3 4 5 6 7 8 9 10

14. Entry-negotiation skills seem far more complicated than problem resolution skills.

1 2 3 4 5 6 7 8 9 10

Please complete the following in a few brief sentences.

15. The greatest strengths of the training program were:

16. The greatest weaknesses of the training program were:

17. The goals and purposes of Phase II were _____clearly defined _____vague.

18. In general, the time allocated for the presentation of Phase II skills by the leaders was:

_____too lengthy _____sufficient _____insufficient

19. In general, the time allocated for group dimension was:

_____too lengthy _____sufficient _____insufficient

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Please score the following statements as True or False.

20. Successful consultants depend heavily upon "intuitive" insights. T F

21. In consulting, conflict situations sometimes are useful in paving the way for subsequent improvements. T F

22. Consultants, in the process of their work, are likely to become increasingly proficient: in contrast to other specializations, one does not "peak" and then "plateau". T F

23. Leadership is an acquired art. T F

24. In school improvement, all problems have an optimum solution. T F

25. Expert consultants usually are able -- in resolving a problem -- to accommodate the values and biases of their clients. T F

26. Consulting skills can be improved through conscious self-directed effort. T F

27. Policy differences between the SEA and the LEA create a major problem in conflict management. T F

SECTION VI

CONSULTING/LINKAGE SKILLS TRAINING--PHASE III:

Agenda for Developing Consultant Skills for Educational Improvement--Dr. Louis Rubin, Trainer (University of Illinois)

Planning Sessions with "Trainers of Consultants" Staff--Carl Gasaway and Cliff Erwin (IOE Staff Development Consultants)

Staff Development/Inservice Agenda, June 13-14, 1978

Training Agenda

Phase I and II: A Review

Objectives

Assumptions for Phase III Training

Decision Tree: Sir Lotta Lance and the Dragon

Implementation of a Problem Solution

Strategies for Implementing Solutions to Educational Problems

Problem Solution Processes

The Artist Consultant

Collaborative Consultation

Fundamentals of Evaluation Related to Implementation of Problem-Solutions

Check-sheet: A True-False Test

On-site Evaluation Form--Phase III Training

IOE Training Project

Agenda - Phase III May 16 - 18, 1978

Developing Consultant Skills For Educational Improvement

Tuesday - May 16

10:00 a.m.

1. Objectives of the Training Project
2. Mission: Phase III
3. Training Format

10:30 Coffee

11:00 Strategies For Implementing Solutions to Educational Problems

- a. Verifying Essential Pre-Conditions: Problem-Awareness and Problem-Solution
- b. Establishing a Receptive Climate
- c. Utilizing a "Temporary System"
- d. Counteracting Changeover Anxiety
- e. Ensuring Safety-Valves
- f. Interim Support
- g. Trouble-shooting and Facilitating
- h. Highlighting Progress
- i. Self-Correcting Readjustments
- j. Short-term and Long-term Evaluation
- k. Publicizing Gains
- l. Giving-Away Glory

12:00 Lunch

1:30 Fundamentals of Evaluation Related to the Implementation of Problem-Solutions

- a. Using Alternative Evaluation Mechanisms
- b. Checking Solution Viability
- c. Searching-Out Positive Results
- d. Finding "Hard" and "Soft" Evidence
- e. Testing Attitudes
- f. Sharing Evaluation Evidence

3:00 Coffee

Tuesday - May 16 (continued)

3:30 Some Notions on Dissemination or Diffusion

- a. Things Good and Bad
- b. Popularizing and Legitimizing
- c. Packaged and Created Solutions
- d. The Virtues of Conformity and Non-conformity

4:00 Tricks of The Trade

- a. Catering to Vested Interests
- b. Using Peer Advocates
- c. Assisting versus Advocating
- d. Maintaining Client Control

5:00 Game Time

Vignettes

Case Studies

Simulations

6:00 Adjournment

Wednesday - May 17

9:00 Training Peer Consultants I

- a. Organizing the training.
- b. Defining the training objectives.
- c. Demonstrating key skills.
- d. Choosing among alternative training methodologies.
- e. IPI referencing.

10:30 Coffee

10:45 Training Peer Consultants II

- a. Exploiting group resources.
- b. Means and ends in training.
- c. Reinforcement devices.
- d. Pacing strategies.

12:15 Lunch

1:30 Training Peer Consultants III

- a. Motivation devices.

Wednesday - May 17 (continued)

- b. Setting and maintaining rapport
- c. Individualizing training

3:00 Coffee

3:30 The Artist Consultant

5:00 Adjournment

7:30 Individual Planning of Training Programs

Thursday - May 18

9:00 Training Peer Consultants IV

- a. Acquiring a Bag of Training
- b. Evaluation Procedures
- c. Review of Individual Training Plans
- d. Follow-up Activities

10:00 Coffee

10:30 Collaborative Consulting

11:30 Building A Training Packet

12:00 Benediction

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PLANNING SESSIONS WITH "TRAINERS OF CONSULTANTS" STAFF

AGENDA

Follow-up

I. Purpose
Expectations, Concerns

II. Progress Reports

III. Sharing of Resources, Training Strategies

IV. Finalize Agenda

V. Grouping Participants

VI. Staff Assignments

VII. Training Needs
    Materials Reproduction
    Audio-Visual Equipment

VIII. Future Contacts

XI. Wrap-up

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DEPARTMENT OF LOCAL EDUCATIONAL AGENCY SERVICES

CONSULTING/LINKAGE SKILLS TRAINING
JUNE 13-14, 1978

TUESDAY, JUNE 13, 1978

BROOKENS LIBRARY, SANGAMON STATE UNIVERSITY

TIME	ACTIVITY	LOCATION
8:30 - 9:00	Coffee and Interaction	Concourse--lower level
9:00 - 9:10	Administrative Announcement--Carl/Cliff	Auditorium
9:10 - 9:25	Introduction--Lou Rubin	
9:25 - 9:30	Transition Time	
9:30 - 12:00	Small Group Sessions	Rooms to be Announced
12:00 - 1:30	LUNCH	
1:30 - 3:45	Small Group Sessions	Rooms to be Announced
3:45 - 3:50	Transition Time	
3:50 - 4:30	Evaluation and Summary: Phase I, II, III --Lou Rubin	Auditorium

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EDUCATIONAL [illegible]

WEDNESDAY, JUNE 14, 1978

TIME	ACTIVITY	LOCATION
8:30 - 9:00	Coffee and Interaction	Concourse--lower level
9:00 - 9:45	Legislative Update--Bob Leininger	Auditorium
9:45 - 10:15	Overview of Specialized Educational Services Reorganization--Joe Fisher	Auditorium
10:15 - 10:30	Overview of Summer Session--Cliff/Carl	Auditorium
10:30 - 10:45	Break and Transition	
10:45 - 11:30	Small Groups--Facilitators	Rooms to be Announced

TRAINER OF CONSULTANTS
Marty Chilovich

AGENDA

I. Phase I and II Review

    No. 1 A. Entry
          B. Negotiation
          C. Problem Identification

    No. 1 A. Conflict Management
          B. Problem Solving

II. Phase III

    A. Objectives

        1. Strategies for Implementing Solutions
        2. Fundamentals of Evaluation Relating to Solution Implementation
        3. Dissemination/Diffusion of Solutions

III. Identifying Strategies - Group Participation in Identification

IV. Identification and Discussion of "Tricks of the Trade" by group relating to easier implementation

V. Problem - Group discussion of the implementation of solutions related to fictitious problem and use of strategies

VI. Discussion of diagram of the entire cycle of the three phases

VII. Discussion of solutions related to the I.P.I. needs assessment in a local school district

VIII. Discussion of the characteristics of an "artist consultant"

IX. Discussion of evaluation of solutions

X. Discussion of a check list relating to implementation strategies to summarize total session

PHASE I AND II REVIEW

PHASE I:

1. Entry
2. Negotiation
3. Problem Identification

PHASE II:

1. Conflict Management
2. Problem Solving

PHASE III PURPOSE

PHASE III:

1. Strategies for Implementing Solutions
2. Fundamentals of Evaluation Relating to Solution Implementation
3. Dissemination/Diffusion of Solution

OBJECTIVES OF TRAINING PROJECT

1. Can consultants be identified by I.O.E. management?

2. If yes, can consultants successfully train others?

3. If yes, are there universal skills applicable to all consultants in different geographic areas?

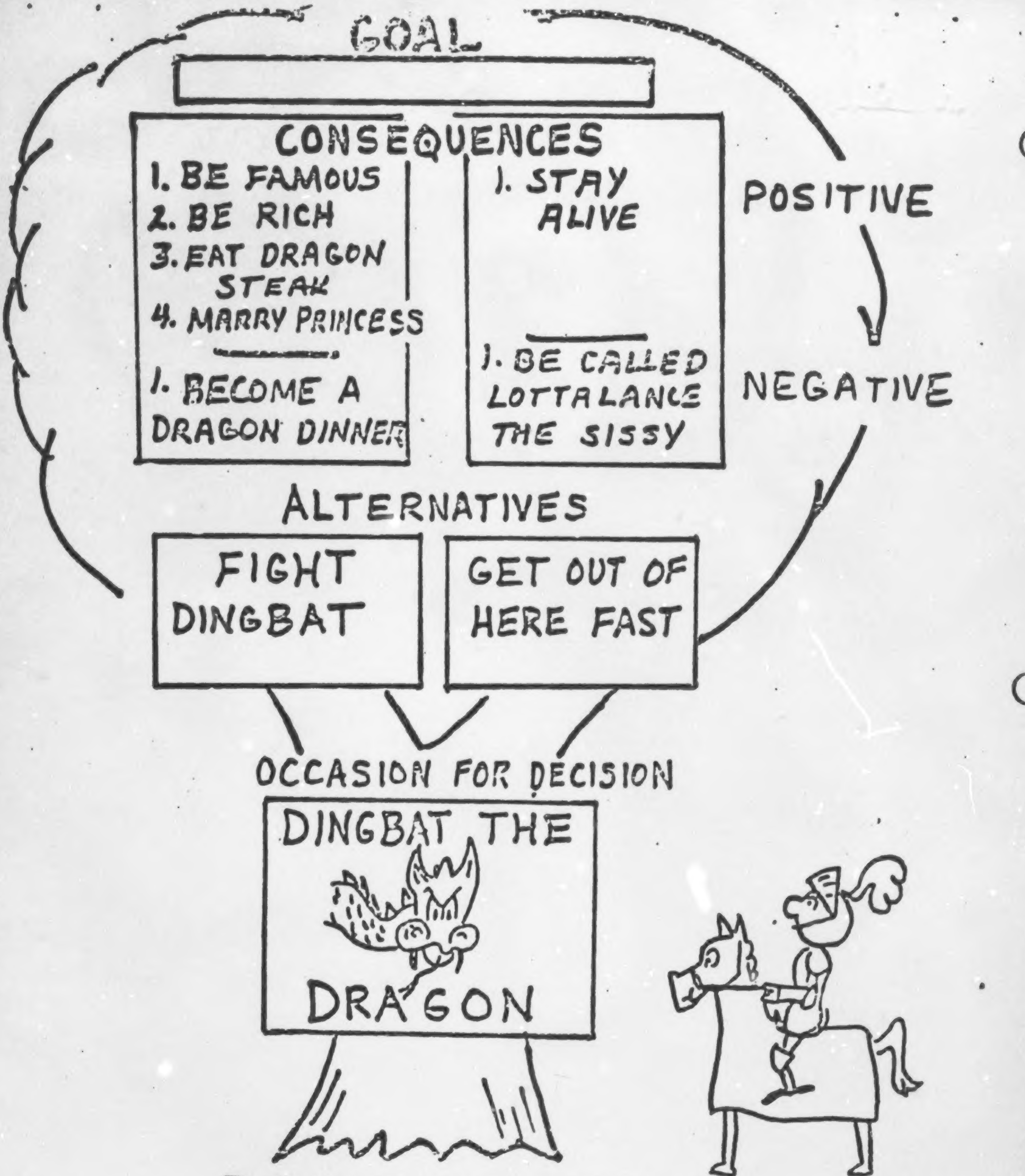
ASSUMPTIONS FOR PHASE III TRAINING

1. Theoretical Assumption:

   A problem has been identified; a solution has been identified, and alternative solutions have been probed.

2. Reality Based Assumption:

   In initiating change/implementing a solution, there are good ideas, tricks and practical principles but, no sure proof formulas.



DECISION TREE

SIR LOTTALANCE AND THE DRAGON

ILLUSTRATION:

Problem:

Recently, the superintendent and Board of Education have not been seeing eye to eye on many issues regarding the operation of the district's educational system. The board is primarily concerned with Low Reading Scores *and* Lack of Discipline as has been identified by some teachers who have approached some board members directly with these problems. The board has issued an ultimatum that the superintendent correct these problems, or else he will be looking for new employment. The superintendent who has been previously unaware that Low Reading Scores and Discipline as a problem, issues a directive to the administrative staff that effective immediately, they are to instruct all teachers to begin teaching the adopted standardized Reading Test to the students *and* that each teacher *must* develop and implement their own policies and procedures in handling discipline problems...The school principal has contacted you, the P.S.T. consultant to help implement this solution.

Discuss all possible strategies in implementing this *solution*. *Also*, if you were asked to find a better way, what facts would you change to get at the real problem?

STRATEGIES FOR IMPLEMENTING SOLUTIONS TO EDUCATIONAL PROBLEMS

A. Establishing a Receptive Climate (What's in it for me.)

B. Utilizing a "Temporary System" (Get small yes's - least restrictive decision.)

C. Counteracting Changeover Anxiety (Assuming the risk.)

D. Ensuring Safety Valves (Don't back into corner with only one solution. Solution not working - STOP!)

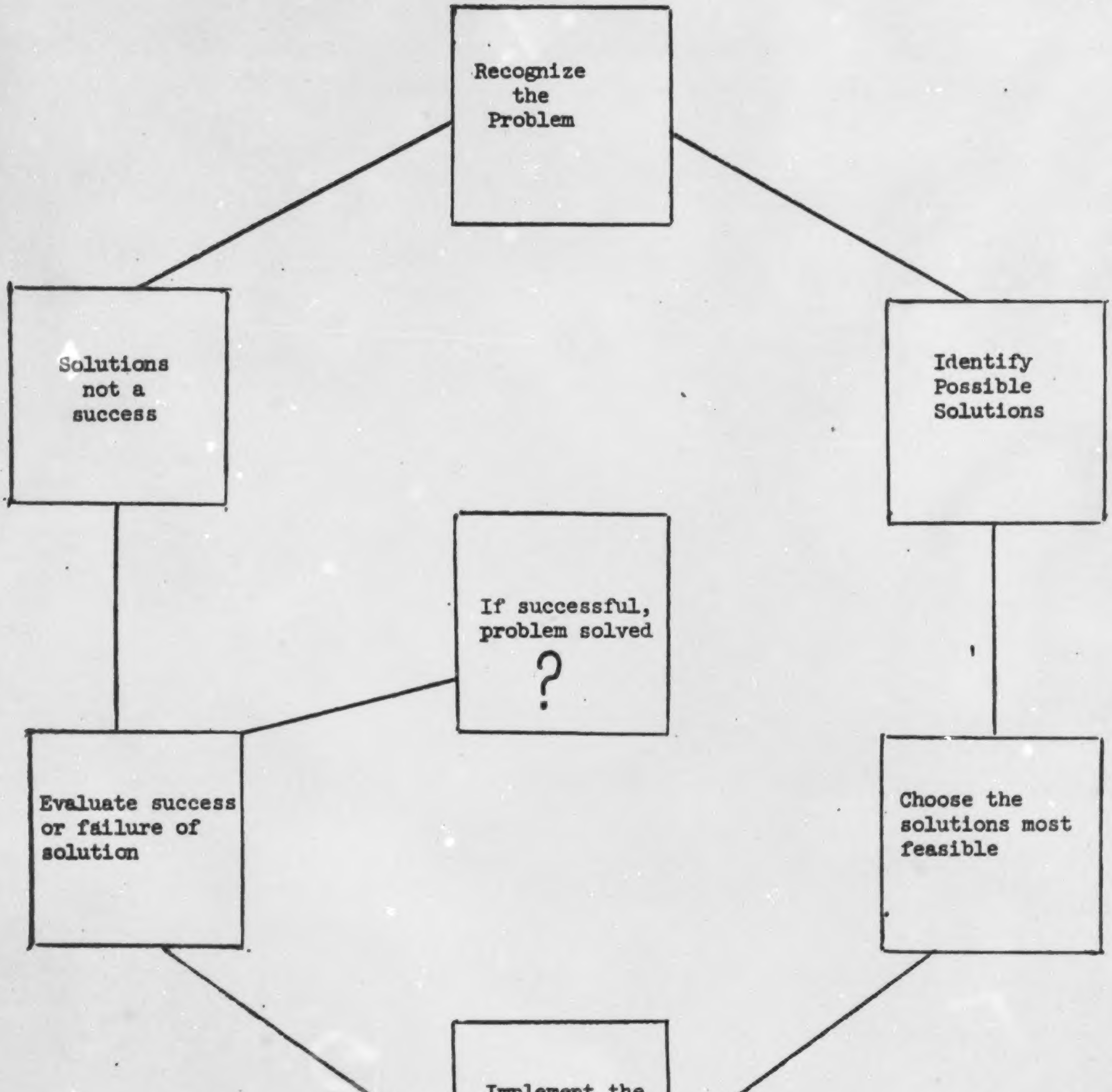
E. Interim Support (Reassurance on occasion)

F. Trouble Shooting (Watching for early warning signs,and possible problem areas.)

G. Short Term and Long Term Evalution (Check progress as you go.)

H. Publicizing the Progress and the Gain (Blow your horn a little.)

I. Giving Awary Glory (Give success to your client.)


Recognize the Problem
Identify Possible Solutions
Choose the solutions most feasible
Implement the solution or solutions
Evaluate success or failure of solution
Solutions not a success
If successful, problem solved ?

THE ARTIST CONSULTANT

A. People Smarts:

1. Ability to read others with accuracy
2. Good hunches
3. Knowledge is not requisite
   - You learn it, if necessary
   - You find someone who knows

B. Empathy: Supportive/compassionate of client's concerns

1. Correctly assesses great consequence to person
2. Showing you care

C. Psychological Smarts: Ability to identify and fulfill what client wants from consultant

D. Sense of Priority: Ability to decide what's "best" in relation to circumstances according to client's needs

E. Target Perception: Second-guessing the superintendent

F. Reliability: You deliver what you say you will

G. Helpfulness: On-going effort to do something the superintendent values -- (giving of favors)

H. Delivery of Quality Services

Collaborative Consultation

Collaborative consultation is distinguished from other consulting modes in that its goal includes the development of problem solving abilities within the consultee. Thus, the consultant's role in collaborative consultation is process oriented, serving as a catalyst, and facilitator to the consultee's search for improvement rather than as an "expert" prescribing solutions.

The importance of the collaborative process is based upon several well-established guidelines:

1. People need positive reinforcement to remember that even though what they are doing isn't solving a given problem, that does not indicate they are inadequate people.
2. Sometimes professionals don't know what is wrong but have the capacity, with special help, to define and solve most work-related problems.
3. Most people become more effective in the future if they participate in defining and selecting an appropriate solution for solving a problem in the present.
4. Collaboration, while sometimes conflict producing, tends to build lasting trust and respect among professionals.
5. Collaboration also demonstrates equal power, authority, and status. Consultants are not better or more expert. They merely have different roles.
6. Latent problem solving capabilities are developed in consultees.
7. Problems once solved are more likely to remain solved. *

* From: Kurpius, DeWayne. "Consultation Theory and Process: An Integrated Model." Personnel and Guidance Journal. 56 (6): 335-338. Feb./78.

FUNDAMENTALS OF EVALUATION RELATED TO THE IMPLEMENTATION OF PROBLEM-SOLUTIONS

a. Using Alternative Evaluation Mechanisms

b. Checking Solution Viability

c. Searching-Out Positive Results

d. Finding "Hard" and "Soft" Evidence

e. Testing Attitudes

f. Sharing Evaluation Evidence

Check-Sheet

T F 1. A good solution to a problem, badly handled, can produce more harm than good.

T F 2. Once a problem has been recognized, it is necessary to estimate the benefits of benign neglect and intervention.

T F 3. The success of a problem-solution depends on people's expectations: Therefore, intelligent PST consultants attempt to establish "psychological readiness" before initiating a solution.

T F 4. The effectiveness of a solution to an educational problem often cannot be assessed until a considerable amount of time has elapsed.

T F 5. The most "logical" solution to a problem is sometimes the least desirable: a solution requiring high-risk implementation tactics is, upon occasion, better avoided.

T F 6. The "selling" of a problem-solution is important, but it's reinforcement is even more critical: a good solution often must be helped and supported during its infancy.

T F 7. The popularity of a problem-solution is inconsequential since people usually like anything that works.

T F 8. Only an idiot would attempt to solve a problem without first "testing the water" to ensure that the temperature was right.

T F 9. Finding a problem, finding a solution, and using the solution, all require the same basic skills.

T F 10. "Dissemination" and "Diffusion" are akin to spreading the gospel.

T F 11. Panache and persuasiveness are the critical factors in implementing a solution to a problem.

T F 12. A good idea is likely to work, irrespective of how it is introduced.

T F 13. In every problem situation there is a "soft-entry" point: smart consultants are adept at locating and using these points.

T F 14. The easiest solutions to use are those clients invent for themselves.

T F 15. All humans are essentially self-seeking: consequently, any solution will fail if the problem-solver fails to share the glory.

Evaluation
Third Training Seminar
Consultant-Linkage Training Project
University of Illinois

Score each of the following statements on a 10 point scale: 10 indicates the highest degree of agreement and 1 indicates the lowest degree of agreement. Circle the appropriate number.

1. The group trainer demonstrated a considerable knowledge of the problems associated with solving school problems.

   1 2 3 4 5 6 7 8 9 10

2. In general, the discussions were profitable in that new ideas emerged.

   1 2 3 4 5 6 7 8 9 10

3. The group trainer, although knowledgable, lacked group leadership skills.

   1 2 3 4 5 6 7 8 9 10

4. It is difficult to learn from one's colleagues because things that work in one place are inappropriate in another.

   1 2 3 4 5 6 7 8 9 10

5. The degree of trust, willingness to share, and group "camraderie" have gradually improved during the three training sessions.

   1 2 3 4 5 6 7 8 9 10

6. While all consultants have a natural style of working, certain "tricks of the trade" can be used by everyone.

   1 2 3 4 5 6 7 8 9 10

7. While the discussions regarding evaluation, dissemination and diffusion were somewhat interesting, they were of less practical value than the exchange of ideas on helping schools to initiate change.

   1 2 3 4 5 6 7 8 9 10

8. If a poll were taken, there would be widespread agreement as to who is, and who is not, an able PST consultant.

   1 2 3 4 5 6 7 8 9 10

9. The training activities were well-organized.

   1 2 3 4 5 6 7 8 9 10

10. It is more important for a training leader to have good human-relation skills than to be an expert practitioner.

1 2 3 4 5 6 7 8 9 10

11. All in all, a one-day training seminar is less desirable than two-day sessions.

1 2 3 4 5 6 7 8 9 10

12. The training leader was effective in drawing a variety of practical suggestions from the group.

1 2 3 4 5 6 7 8 9 10

Score the following items as True or False

T F 13. Consultant skills are virtually impossible to train: an individual must rely mainly on natural ability.

T F 14. The training seminar was helpful in suggesting new alternatives in implementing solutions to problems.

T F 15. Since districts share many problems in common, the PST teams should have a division of labor and generate a variety of solutions which can be widely used.

T F 16. In consulting, experience is the best teacher but colleagues can help.

Complete the following

17. The problem-implementation training seminar, when compared with a lecture by a guest expert, was

_____ as useful _____ less useful _____ more useful

18. Every educational problem

_____ is solvable _____ not solvable

19. The training seminars are

_____ too structured _____ too unstructured _____ about right

20. The seminar leader was

_____ well prepared _____ not well prepared _____ highly commited and well prepared

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